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ABSTRACT

Twenty percent of adult Americans function only with difficulty with necessary every day literacy skills, almost two-thirds of the 800 million illiterate adults in the world are females, and the number of women who cannot read or write has risen steadily in the past 10 years. The inservice program described in this document involved a team of instructors who covered the topics of reading, writing, and oral communication with 12 teachers in 18 sessions--12 directed to dissemination of materials and 6 devoted to developing specific projects. This document includes a description of the program with appendixes containing related material and sections describing the three subject areas of the program: written communication, oral communication, and reading--the most extensive of the three areas. (JM)

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ED122325

An In-Service Project

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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*

sponsored by the
In-Service Council
Frazier School District
Perryopolis, Pennsylvania

*

entitled

"Developing Teacher Competencies in Communication Skills for Appalachian Areas of Pennsylvania"

*

Funded by
the

Appalachian Regional Commission
Pennsylvania Department of Education

December 1975

CS501 356

The Project—A narrative description

Leonard M. Colelli

Coordinator

3

A memorandum was received by me dated September 27, 1974 from Pauline M. Leet, In-service Program Director and Randall S. Bauer, Grant Project Manager indicating that the Pennsylvania Department of Education had received a grant for in-service education from the Appalachian Regional Commission. The primary goal of the project was to improve the quality of in-service education as it relates to the teaching of communication (literacy) skills in Appalachian areas of the state. The memorandum further indicated that in Pennsylvania the problem of illiteracy is critical. "Of persons 25 years of age and over, 4.5 percent are functionally illiterate. Six counties have an illiteracy rate higher than six percent. Thirty-two percent of these functional illiterates live in isolated rural areas and in Appalachia in general."

At about the time this memorandum reached me, a news item covered by the Pittsburgh media told of a man, who with his wife, purchased a home, about ten years ago, for $24,000.00. Since then, they improved it in the amount of some $12,000.00. In recent months, with about $6,000.00 yet to be amortized, a strained relationship with his wife caused her to move out. When financial problems beset her, she proceeded to borrow about $600.00, using the house as collateral. Over a period of time, her husband received the usual 1st, 2nd, etc. notice on delinquency of payment on the note from a collection agency. The husband, it appears, began discarding these notices as junk mail. In time, the house was sold by sheriff's sale for $1,000.00. His house, valued at $36,000.00 was legally purchased for about $1,000.00 and amortized at about $6,000.00. Total cost to the purchaser—about $7,000.00—and there was nothing he could do about it. This man could not read!

Being a teacher in the humanities, and sensitive to situations as this, I could not ignore the challenge to accept the opportunity to coordinate this project when it was suggested to me by Mr. Robert H. Carroll, Regional In-service Coordinator of Region B. I had coordinated two previous in-service programs and was Council Coordinator of the Frazier School District at Perryopolis, Pennsylvania (Fayette County) and, along with Mr. Carroll, recognized that there could indeed be a need for such a program.

A need assessment is prerequisite in considering an in-service project proposal and a meeting to effect it was set up with personnel from the Educational Development Center at California State College, California, Pennsylvania. Dr. John P. Moreschi, Director and Mr. Jeffrey C. Douville, Assistant Director of the Center obtained some startling statistics in researching this project.

Based on information taken from a 20% sample in the 1970 Federal Census, the following figures show that from the six school districts in Fayette County, the illiteracy rate is considerably higher than the figures already indicated in the September 27, 1974 memorandum. District A had a 15.79% illiteracy rate; District B, 19.12%; District C, 10.60%; District D, 10.03%; District E, 13.70%; and District F, 13.77%. The overall illiteracy rate in Fayette County is 14.21% totaling some 11,693 people!

The "Valley Independent", a widely read newspaper in the Monongahela Valley revealed that "a shocking 20 per cent of the adult Americans have difficulty coping with necessary every day skills like shopping or getting a driver's license—the report on the four-year Adult Performance Level Study, released by the U.S. Office of Education, redefined the concept of functional literacy as being more than the ability to read or write a chosen grade level in school. Skills necessary to function as an adult also include reading job notices, making change, locating community services or understanding insurance or income tax concepts, the report said. By these standards, 19.7 percent of Americans aged 16 and older 'function only with difficulty', and another 33.9 percent are 'functional, but not proficient'. In this same report, other findings indicate "one of five Americans is incompetent or functions with difficulty and that half of the adult population is merely functional and not at all proficient in necessary skills and knowledge. Adults had the greatest difficulty with consumer skills, including counting money and making change, using catalogues, knowing how to order food—understanding credit, or buying and maintaining a car or housing—almost 30 percent of the population, 34.7 million function with difficulty in these consumer areas and another 39 million can cope, but not too well—adults who function best have the highest levels of income, education and job status."

The Pittsburgh Press revealed, on November 16, 1975, from statistics obtained from the United Nations Educational, Scientific and Cultural Organization (UNESCO) that of the 800 million illiterate adults in the world, almost two-thirds are females. Their standards indicate that any person who has reached the age of 15 without learning to read or write is considered to be an adult illiterate. A recent UNESCO report also reveals that the number of women who cannot read or write has risen steadily in the past ten years.

A recent issue of the Phi Delta Kappa further reveals startling figures in communication competencies—"One study, conducted by a research team at the University of Texas, found that only 49% of the 18 to 29 age group have the skills and knowledge needed to function effectively in the day to day struggle to make a living and to maintain a home and a family. In contrast, the figure for the 30 to 39 age group is 60%, 11% higher than the younger group."

U. S. Commissioner of Education, Terrel H. Bell, called the Texas study of adult performance "one of the most important research projects that has been brought to my attention in a long time." Bell declared, "—the research evidence indicates that nearly 20% of Americans cannot really cope—not because they cannot read, but because they cannot understand what they read—the study—indicates that a very substantial number of our people are lacking necessary skills to handle day-to-day life. At one time, it was taken for granted that if a person could read and write, he or she could indeed function successfully. Armed with reading and writing ability, it was thought a person had the potential to achieve a desired goal, provided he had the necessary drive. But, I believe we have moved into a decade in which the need for capability is being superseded by 'cope-'ability'".

It became quite clear to all of us interested in this In-service project that while the immediate geographic area showed a high percentage of functional illiterates, it was by no means as bad as figures in other areas show. Nonetheless, 14% was simply justifiable reason to develop a program here. (See Appendix A).

Subsequent to the need assessment, the Frazier School District In-service Council met to determine its feasibility. (See Appendix B) The council approved the project and recommended that a survey be conducted to find out how many teachers would be interested to participate. Teachers in the parochial school in the school district were also invited to take part. Since information included in the survey indicated that no institution of higher learning in this area provided course work for such instruction, it was further agreed that the effort would fulfill a desirable offering. Intermediate Unit I offered a number of highly successful GED programs and California State College, under Dr. Philip Proud, was in the process of developing a Reading Academy whose aim is to offer tutorial service for adults and youth who are functionally illiterate in the English language. Our project obviously would complement both efforts and any information derived from the effort would be shared with them.

Some twenty-three teachers in the district, two parochial teachers and one religious instructor indicated interest in the project. The course would total 45 clock hours for three in-service credits. A team of highly competent instructors covering reading, writing and oral communications was obtained. (See Appendix C) They immediately set about developing a syllabus. Happily, they had philosophic compatibility and total agreement as to method and procedure.

The project proposal was submitted and was returned to us for certain revisions. Revisions were made and PDE approval was sent to Dr. Michael Girman, Superintendent of the Frazier School District. (Appendix D) The beginning date of the program was delayed because of a teachers' strike. For unexplainable reasons, teacher participation in the program was reduced by about half. We are a loss to explain whether or not the teachers' strike had any effect on this. In all, eight teachers from the Frazier School District took part; two from the parochial school; one teacher took part for credit as an offering by Graduate School at California State College (See Appendix E) one religious instructor on audit basis, as she lacked a baccalaureate. (See Appendix F)

The team of instructors met on several occasions to determine specific procedure. They reviewed the assessment report and studied a literacy project from the Curriculum and Instruction of the School District of Philadelphia. A schedule was established and broken down to include the three facets to be covered—oral communication, reading, writing, and include time for a visiting consultant. (See Appendix G).

An evaluation form was prepared by the Educational Development Center personnel and endorsed by the teaching team. (See Appendix H).

It was decided that the first twelve sessions would be directed to dissemination of materials and the final six sessions devoted to develop-

ing specific projects. (See subsequent section of this report) The Philadelphia project entitled "The Attainment of Functional Literacy" would be reviewed by each participant in the workshop. Coupled with the experiences of the consultant from our neighboring county, Westmoreland, it was felt that the students would be given optimum experience, thus providing them with means to develop more viable and meaningful projects.

When the project got underway, the participants were asked to tell why they enrolled in this course. They were asked to be candid—and, happily, very certainly were. (See Appendix I)

Following the presentation by Mrs. Rodgers on the Laubach System, the students were asked to give a synopsis of that method. (See Appendix J) It is obvious that the session was rewarding. Mrs. Rodgers generously gave her time and the group, to whom she addressed herself, was most appreciative of her sincerity and dedication.

The individuals who participated were a good cross section of the district's educators. It is generally felt that the program's success justified follow up in both the actual implementation of the developed competencies and continued competency development.

Each participant received two texts: Interpersonal Communications Barbour and Goldberg, ERIC Clearinghouse on Reading and Communication Skills, 1111 Kenyon Road, Urbana, Illinois 61801 and Reading Diagnosis Kit, Miller, The Reading Center for Applied Research in Education Inc., 521 Fifth Avenue, New York 10017. Funding for the project included a Sound-Slide Set which included two carousel trays with accompanying records and cassette tapes. This kit was from the Society and Mankind Series 1975, 608 Communication Skills, Learning to Listen and Express Yourself, Part I and II, the Center for Humanities, Inc., White Plains, New York 10603. A copy of each text and the audio-visual aids were placed in the education library of the Frazier School District.

Proper notations on course completion was made and certificate forms were duly presented. (See Appendix K)

A brochure has been prepared which explains the program and will be disseminated throughout the state to Intermediate Units and other interested agencies. This booklet will be available to those requesting it from the description provided in the brochure.

APPENDIX A

A. Title of Course: Developing Teacher Competencies in Communicatin Skills for Appalachian Areas of Pennsylvania.

B. Brief Description, Including Nature and Purpose of the Course: The proposed In-Service program is structured around the development of speech, reading and writing skills of people whose education was prematurely terminated, thus remaining with limited facilities to function to their maximum potential. Also, it is understood that the strategy must include the consideration in the dissemination of materials and the development of these skills in the preparation of teachers who will be dealing with the mature adult considered to be a functional illiterate.

The strategy was agreed to use a language experience as the major thrust of the program. It was felt that the In-Service training should emphasize a "process" of dealing with functional illiterates that can be transferred to a variety of individual cases that the participants may encounter. Coupled with these features, the staff felt all teaching processes and techniques will be introduced through practical or everyday living experiences of the functional illiterates; e.g. using the Pennsylvania Drivers Manual as one major source as an approach.

Participants also actively enter into a variety of activities such as in the development of a word list indigenous to this geographic area; develop list of jobs in this area and vocabulary which aids in the maximum functionality of the people.

C. Statement of Need: Of persons 25 years of age and over in Pennsylvania, over 4.5% are functionally illiterate. Six counties have an illiteracy rate higher than 6%.

Based on information taken from a 20% sample in the 1970 Federal census, the following figures show that from the six school districts in Fayette County, the illiteracy rate is considerably higher than the figures already indicated above. Albert Gallatin School District has a 15.79% illiteracy rate; Brownsville, 19.12%; Connellsville, 10.60%; Frazier, 11.03%; Laurel Highland, 13.70%; Uniontown, 13.77%. The overall illiteracy rate in Fayette County is 14.21% totaling some 11,693 people.

No institution provides education specifically to meet the needs of the functionally illiterate. No teachers in the Frazier School System now are prepared to meet this need. Some 23 persons from the district have indicated a willingness to take the course. Eleven teachers are interested in credit for certification, ten teachers in credit toward a Masters degree and two people for enrichment purposes.

D. List Competencies to be Developed: The following competencies

will result at the conclusion of this In-Service program:

1. Teachers will be able to work with the adult student in the following ways:

a. Teachers will be able to identify the special needs of this student.

b. Teachers will be able to transfer a concept developed in the instruction procedure to meet the specific need of the student.

c. Teachers will be able to include a vocabulary which is pertinent to the functionality of the student.

d. The vocabulary will be coordinated in the equal development of speech, reading and writing skills.

E. Describe the Means of Developing These Competencies: A team-teaching approach will be employed by the consultants. A team will consist of communication specialists—speech, reading and writing. Additional consultants: for example, Westmoreland Literacy Council, will assist in sharing their knowledge to better implement the program. A variety of teaching stretegies will be employed; such as lecture technique, individual, small group and large group instruction, role playing problem solving situations, etc. Materials will be developed mainly by each consultant.

F. **Describe the Methods and the Criteria Used in an Evaluation of the Competency Achieved by the Participants:**

1. Through role-playing and observations of role-playing, the teacher will utilize interpersonal communication strategies and skills, and will identify and interpret the non-verbal communication.

2. Through discussion, the teacher will identify experiences in daily living which are enhanced by effective use of oral and written communication.

3. Having examined several generally accepted basic models for oral communication, the teacher will select or construct a model for use in teaching persons in this Appalachian area of Pennsylvania.

4. In the reading and writing sections of the workshop, the teacher will utilize, where possible, the concepts of effective oral communication.

5. The teacher will develop a story using the picture-language-experience approach.

6. The teacher will identify localized materials based on the needs and interests of the reader.

7. The teacher will be aware of some formal and informal screening devices in diagnosing reading problems.

8. The teacher will be able to use various methods for developing vocabulary and comprehension skills.

9. Having examined some localized materials, the teacher will be able to rewrite the materials for the purpose of lowering the readability levels.

Evaluation:

1. Through questionnaire and discussion, assessment will be made

concerning the teachers' concepts, educational backgrounds and experiences with **oral** communication.

2. The teacher will present for discussion and evaluation localized stories using the picture-language-experience approach.

3. The teacher will select and rewrite material at lower readability levels for group presentation and reaction.

4. Through role playing, the teacher will demonstrate a directed **reading** activity that they have constructed.

5. The teacher will identify narrative, descriptive and expository examples of **writing** in given situations.

6. The teacher will write an analysis and an evaluation of writing assignments.

G. **Who Will Have the Administrative Responsibility for the Course?:** Leonard M. Colelli, Associate Professor of California State College will have the administrative responsibility for the program.

H. **Describe the Provisions for Follow-up. If Any:** Once program is completed, a regrouping of all participants will be initiated by the administrator in charge. The purpose of the meeting will be to obtain feedback as to how their competencies have been applied.

Upon completion of the training, these teachers will have an opportunity to work as volunteer support personnel in the proposed Reading Academy at California State College. Also, the syllabus generated from this In-Service Program will be used as complementary resource material in the Reading Academy.

I. **What Resources are Available for This Course?:** The program will be conducted in the Frazier School District, Fayette County, Pennsylvania. Room, AV equipment, fiscal control, and some clerical aid, will be provided by the school district. Some materials will be purchased from funds allocated for this project.

J. **What Are The Plans for the Participants Evaluation of the Course?:**

1. A summative evaluation by the participants will be accomplished by questionnaire. (See Attachment A)

2. Formative evaluations will be done by the teaching team and coordinated using anecdotal records and interview.

K. **For Whom Is the Course Designed? Enrollment Limits?:** The program is relevant to teachers and administrators at all grade levels. Because of the nature of the program and the need for individualizatin of instruction, approximately 23 persons will be included.

The program is designed to include a total of 45 clock hours. It is intended to begin September 8, 1975 and will meet 2½ hours on each of the following dates: September 11, 15, 18, 22, 25 and 29; October 2, 6, 9, 13, 16, 20 and 27; November 3, 10, 17 and ending on the 24th.

L. **Have You Made an Agreement With an Institution of Higher Learning to Grant College Credit?** A request has been made to the Dean of the Graduate School at California State College, Dr. Stephen Pavlak, to grant 3 graduate credits for those eligible, under the conditions as set forth by the Graduate Council, and having successfully completed minimal requirements. (See Attachment B)

APPENDIX B

FRAZIER SCHOOL DISTRICT
OFFICE OF SUPERINTENDENT
BOX 302
PERRYOPOLIS, PA. 15473

Memo: Inservice Council, Frazier School District

Date: March 26, 1975

The inservice council members for Frazier School District are revised, as follows, for the remainder of the 1974-75 school year; summer, 1975; and the 1975-76 school year.

Mr. Henry DiVirgilio - H. S. Principal
Mr. John Dorazio - Teacher
Mr. Thomas Timcheck - Teacher
Mr. Ross Ackinclose - Teacher
Mr. Wayne C. Martin - Intermediate Unit
Mrs. Dorothy Skufca - Board Member
Mr. Leonard Colelli - College (Council Coordinator)
Miss Gina Cimini - Community
Mr. G. Edgar Hibbs - Community
Matrona Logoyda - Student
Dr. John Moresch - EDC
Mr. Jeffrey Douville - EDC
Mr. Larry Mikesell - Teacher

Coordinator Colelli, and Mr. DiVirgilio, who will also be serving as acting District Superintendent, would like to meet with you Thursday, April 10, 1975 at Frazier High School Library at 7:30 P.M., to discuss a potential inservice program which statistics show is probably needed in our area. I personally endorse it and would recommend committee approval for it, and submission through our Board of Directors to the State for presentation and use this summer of 1975 -- and extension possibly into the 1975-76 school year.

Thank you,

Henry DiVirgilio
Acting Superintendent

APPENDIX C

TEACHING PERSONNEL

Dr. Gary Kennedy, Professor of Elementary Education at California State College, California, Pennsylvania. B.S. in Education, California State College, California, Pennsylvania; Master in Education, West Virginia University; Doctor of Education, University of Pittsburgh. Dr. Kennedy has seven years of Public School experience and has taught at California State College the past ten years. He has had considerable experience with in-service workshops, ESEA Title I programs and clinics in the education of adults.

Mr. Louis A. Oliastro, Associate Professor of Elementary Education at California State College, California, Pennsylvania. B.A. in Psychology, Geneva College; Master in Education, University of Pittsburgh. Mr. Oliastro taught in the Ellwood City Area Schools for some twelve years; Bowling Green State University and California State College. He has considerable experience with ESEA Title I as well as in programs dealing with the teaching of adult illiterates. He has also adapted numerous methods suitable for the functional illiterate.

Mrs. Thelma Caruso, Communication Teacher and Department Chairperson in the Charleroi Area School District, Charleroi, Pennsylvania. B.A. in English, Thiel College; Master of Literature, University of Pittsburgh. Mrs. Caruso has taught in the Public Schools for some thirty-five years and at Duquesne University for a term. She has published a number of papers dealing with speech communications and has been active in numerous projects which have been either initiated, written, planned, implemented, directed and/or taught by this dynamic educator.

Dr. Allan D. Jacobs, Professor of Education at California State College. B.S. at Eastern Michigan College; M. Ed., Teachers College, Columbia University; Doctor of Education, Wayne State University. Dr. Jacobs has taught in the Public Schools of Michigan and has been teaching in higher education at Wayne State University and California State College for the past fourteen years. He has had In-service experience in developing writing skills with hard-core unemployed in the Detroit area.

Mr. Leonard M. Colelli, Associate Professor in Music Education, California State College, California, Pennsylvania. B.S. in Education, Indiana University of Pennsylvania; M.M., Boston University. Mr. Colelli has taught in the Portage, Pennsylvania Area School District for some eleven years and at California State College, eighteen years. He has authored several ESEA Title I and III programs in the Humanities

and Related Arts and coordinated several In-service programs in the Humanities in the Southwestern Pennsylvania area.

Mrs. Kay S. Rodgers, Coordinator of Westmoreland Literacy Council. A.B., Hood College; Master's Equivalent in Library Science from Kutztown State College. Mrs. Rodgers has served as coordinator of the council since 1971. She is a retired Public School Librarian and an exponent of the Laubach Literacy Method.

APPENDIX D

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
BOX 911, HARRISBURG, PA. 17126

September 16, 1975

Dr. Michael Girman
Superintendent of Schools
Frazier School District
Perryopolis, Pennsylvania 15473

Dear Dr. Girman:

Your application for approval of Com-Skill in-service course entitled, "Developing Teacher Competencies in Communication Skills for Appalachian Areas of Pennsylvania", has been accepted and approved by the Appalachian Regional Commission and the Department of Education. Please sign the enclosed service purchase contract and return all copies to me. After we sign it, you will receive your copy.

As part of the Com-Skill Evaluation, please require each participant of the course to write a short statement as to why they enrolled in the course and what they expect to gain from the instruction. This should be done early in the course schedule.

Please keep the statements on file for later use in Department evaluation.

If you have any questions, please do not hesitate to call me.

Sincerely yours,

Randall S. Bauer
Project Com-Skill

RSB:paz

Encl.

SERVICE PURCHASE CONTRACT

SHOW THIS NUMBER ON INVOICE

506596

PA Department of Education
Bureau of Curriculum Services
Box 911
Harrisburg, PA 17126

PA Department of Education
Bureau of Curriculum Services
Box 911
Harrisburg, PA 17126

9 15 75

9 8 75

Frazier School District
Perryopolis, PA 15473

25-118266

11 24 75

Dr. Michael C. Kruman
Supt.

$7,350.00

Frazier School will develop and administer an in-service course as a demonstration approach to training teachers in improving reading skills.

Attached hereto and made a part of this contract is the project approval of Frazier School District.

APPROVED OA-278
SENT TO STATE TREASURER
NOV 7 1975

Payment to be made upon submission of invoices for services performed in accordance with attached budget.

TOTAL $7,350 00

Commonwealth is exempt from all taxes, and none are included in the above prices.

CONTRACTOR AGREES TO THE CONDITIONS AND AGREEMENTS ON REVERSE SIDE AND ATTACHMENTS, IF ANY, WHICH ARE PART OF THIS CONTRACT. THIS CONTRACT IS NOT VALID OR ENFORCEABLE UNLESS SIGNED BY THE AGENCY HEAD OR HIS DELEGATE, THE AGENCY COMPTROLLER, AND, IF REQUIRED, THE OFFICE OF ADMINISTRATION OR OFFICE OF THE BUDGET AND AUTHORIZED ATTORNEY.

Contract 72-208, PA 3497-74-1-302-0416 between the PDE and the Appalachian Regional Commission (ARC) allows payment of all expenses incurred by the contractor in the development and presentation of this course. Reimbursement of course expenses will be made in accordance with the budget contained in the attached project applications upon submission of receipts to the Department.

Purpose and Just: To comply with ARC contract 74-208, demonstration in-service training programs are being established to train teachers to meet the needs of illiteracy in adults and students by improving reading skills.

Michael C. Kruman

01 16 81 75 1 330 33175 346 12 12 $7,350 00

Clara Zales
787-1893

POSTED OCT 07 1975

1 CONTRACTOR

APPENDIX E

SCHOOL OF
GRADUATE STUDIES

CALIFORNIA STATE COLLEGE

CALIFORNIA, PENNSYLVANIA 15419

TELEPHONE 412 938-2281

June 23, 1975

Mr. Leonard M. Colelli
Music Department
California State College
California, Pennsylvania 15419

Dear Mr. Colelli:

The Graduate Council has approved the request to grant three (3) graduate credits for "Developing Teacher Competencies in Communication Skills for Appalachian Areas of Pennsylvania."

The In-Service Committee of the Graduate Council approved the request for three graduate credits in Professional Education.

Sincerely,

Stephen E. Pavlak

Stephen E. Pavlak
Dean of Graduate School

SEP:mdv

APPENDIX F

PARTICIPATING PERSONNEL

Paul E. Black—Social Science teacher—7th grade
Sister Ann Margaret Bolf—Elementary Principal,
Specialized teacher 4th grade
Sister Virginia Cummings—Reading Specialist, Elementary grades
Thomas George—Substitute teacher, Music Education-
Jr. & Sr. High School
John Guesman—Elementary teacher-4th grade
Mary Ann Kosport—Religious instructor
Algie LaBursco—American History-8th grade
Mary Ann Larkin—Physical Education & Health teacher-Jr. High School
Carol Natale—Substitute teacher-Jr. & Sr. High School
James Natale—Elementary Education-6th grade
Tom Salisbury—Physical Education teacher-Elementary Education
Patricia A. Travelena—English teacher-7th grade

FRAZIER SCHOOL DISTRICT

SCHEDULE FOR IN-SERVICE PROGRAM ENTITLED "DEVELOPING TEACHER COMPETENCIES IN COMMUNICATION SKILLS FOR APPALACHIAN AREAS OF PENNSYLVANIA

October 2, 1975—Joint-Caruso, Jacobs, Kennedy, Oliastro
October 7, 1975—Oral-Caruso
October 9, 1975—Writing-Jacobs
October 14, 1975—Oral-Caruso
October 16, 1975—Reading-Kennedy, Oliastro
October 21, 1975—Oral-Caruso
October 23, 1975—Reading-Kennedy, Oliastro
October 28, 1975—Westmoreland-Rodgers (Coordinator, Westmoreland Literacy Council)
October 30, 1975—Reading-Kennedy, Oliastro
November 3, 1975—Writing-Jacobs
November 6, 1975—Writing-Jacobs
November 10, 1975—Joint-Caruso, Jacobs, Kennedy, Oliastro
November 13, 1975—Oral-Caruso
November 17, 1975—Writing-Jacobs
November 20, 1975—Reading-Kennedy, Oliastro
November 24, 1975—Joint-Caruso, Jacobs, Kennedy, Oliastro
December 4, 1975—Joint-Caruso, Jacobs, Kennedy, Oliastro
December 11, 1975—Summary-Caruso, Jacobs, Kennedy, Oliastro

APPENDIX H

PARTICIPANT EVALUATION OF WORKSHOP

Date

This questionnaire has been designed (a) to obtain information on the organization and content of the workshop; and (b) to provide the instructors data about the effectiveness of the course components.

1. How would you rank this workshop in relation to others you have attended?

——better than others
——as good as others
——worse than others

2. Have you attended other workshops in this field?

——Yes
——No

3. My reaction to certain aspects of the workshop are:

Very Good
Good
Fair
Poor

(a) Planning of those who directed the workshop
(b) Length of workshop
(c) Materials, handouts, and the like
(d) Continuity of the program

4. Information or training received in this workshop is applicable to my job or teaching situation.

——Yes
——No
——Other: Explain

5. What presentation(s) did you value most? Why?

6. What presentation(s) did you value least? Why?

7. Physical facilities for this workshop were:

Very Good Good Fair Poor

(a) Seating
(b) Sound
(c) Room/Center
(d) Parking

8. Would you be interested in attending additional workshops in this field?

——Yes
——No

9. Would you be willing to work with functional illiterates, if the opportunity would prevail?

——Yes
——No
——Other: Explain

10. Do you feel competent in the areas of training or instruction covered in the workshop:

——Yes
——No
——In some, but I would like additional instruction or training in those areas listed below:

11. What topics or changes do you recommend for consideration in future workshops?

12. Additional Comments:

APPENDIX I

PARTICIPANT'S COMMENTS

I am taking this course because, from time to time in teaching, I have come in contact with people who are functionally illiterate. I feel this course will help me to understand these people, communicate with them more effectively, and show me ways to help them.

Also, I am interested in the new and innovative methods of instruction that I can get from this course and apply to my teaching situation. At the end of the course, I hope to be able to use what I have learned about speaking, reading, and writing to help the students in my classroom who are having problems in these areas.

I signed up for this course because I am a secondary English teacher and teaching communication skills is my primary concern.

Through taking this course, I hope to gain new insights into the problem of illiteracy. I also hope to learn new techniques which will enable me to help slower students improve their communication skills

The main reacon I signed up for the course is that the credit was free. Since being a recent graduate, I felt the sooner I get started on my certification the better. However, since attending the introduction to the course, I find it will be very interesting and hopefully helpful in my teaching career.

I am taking this course as enrichment. It will be beneficial in my work as a teacher. I work with children but many times I am called on to work with adults. I have worked with migrant workers and hope to be more helpful to those in need of instruction or aid in making a person feel a personal dignity of self-worth.

My intentions for taking this class were basically for the three in-service credits. However, after attending the first class session, my views had changed. I think the class will be very interesting and helpful. I work with special education students and this rquires special teaching skills, which include patience and understanding. Learning about functional illiterates will help me manage my students and understand their problems with a wider perspective.

I enrolled in this class because I wanted to gain a better understanding of functional illiteracy. I was interested in knowing how our society determines who is functionally illiterate, in what age groups most functionally illiterate people fall, and what methods of instruction are being used to help these people in both the school and community

Since this course involves reading, writing, and speaking effectively, I hope that I will be better able to communicate with others and express my ideas more clearly at the end of the course.

There are two major reasons why I took this class, one being to learn more about the functional illiterate, such as the problems they have and how they can be helped with these problems. The other reason for taking this class is that I possibly can pick up some new teaching skills and techniques for slow learners.

I am attending this workshop on "Developing Teacher Competencies in Communication Skills for Appalachian Areas of Pennsylvania" because I recognized its uniqueness as well as the tremendous needs the peoples in this area have so as to communicate either orally, in writing or reading.

What do I hope to accomplish or to utilize as the result of this workshop is to recognize what to do to best assist a person or persons of this area. As teachers we meet so very many people in countless situations so now I hope I may not just reach the children in the field of education but also the adult segment.

My reasons for taking this course are several. I've always wanted to "keep up-dated" in the Education Field.

As a mother of four teen-agers, who are not self-sufficient (finally), I feel the time is right for me to pursue my continuing desire.

This course was explained to me, as a new experience—so I wanted to share in that and be a part of it.

I also have an opportunity to go to adult classes and into teaching or social work. Surely, this course would be an asset in preparing me for formal classes again and a good idea of the type of work I'd be involved in.

This course has given me the opportunity to make new friends—share and develop ideas—provide challenge—exchange of thoughts—and a new begining to learn again.

Learning ways to help others and be self-fulfilled at the same time is a richly, rewarding experience.

I enrolled in this class, because I am interested in learning about the functional illiterate. I want to find out what I can do to improve communications with these people. I am interested in finding out what exactly a functional illiterate is, what the age group is and what type of people are functional illiterates.

I am also interested in learning how the functional illiterate survives in this fast moving, educational minded world.

My desire to enroll in a course dealing with the functionally illiterate was to better understand ways of dealing with this group of people. The largest aspect was a means of communicating with this group. To understand the different behaviors and ways of coping with them. In my profession, I am always communicating with different age groups and felt the course could benefit me in helping them to select goals for them.

APPENDIX J

PARTICIPANTS' COMMENTS ON LAUBACH PRESENTATION

The Laubach System as presented by Mrs. Kay Rogers, retired school librarian from Greensburg, is a method of reading and writing one's own language using pictures, sign-symbols and letters. This system was begun by Dr. Laubach during his days as a missionary. It was begun and it continues as a method to educate illiterate adults.

The theme initiated by Dr. Laubach due to a lack of teachers or tutors to assist him is, "Each one teach one."

To the statistics we have of nation, state or local illiterates, Mrs. Rogers added that 55% of prison inmates are so poorly educated and commenting perhaps that may be a factor to their confinement.

The text of the program consists of five Skill Books:
1. Sign and Symbols-Sounds-Print-Read
2. Short Vowel Sounds
3. Long Vowel Sounds
4. Other Vowel Sounds
5. Special Consonant Sounds

Two readers for each Skill Book. The course packet also contains a teacher's manual, tests and graphs.

It usually requires a student of this program one year to complete the first three Skill Books.

Upon completion of the Laubach Workshop, one is prepared to tutor at a recommended one-to-one basis. There is no fee involved nor is there a salary for a tutor.

It was stated that a high school education was sufficient as an educational requirement to take this Workshop. Mrs. Rogers cautioned that neither the tutor nor the student's home should be considered for this educating. Rather, rooms are usually made available at the local "Y", library or church. The suggested tutoring time should be a convenience for both but recommended was at least one and one-half hours per week.

The Laubach system, of using pictures and letters to learn to read, is a very good idea. It let the students associate a picture that looks like a letter of the alphabet with the letter and sound, which reinforces learning. Describing the picture also helps the student to remember how the letter looks, which is helpful in the writing lesson at the end of each

section. The students, also, learn a word immediately, such as the word **bird** for the letter "b". This is beneficial, because students feel they are really learning to read when they are exposed to words at the very beginning of the lesson. The idea of letting students read at the end of each group of letters is also good because it gives students incentive to go on to the next lesson. Although constant repetition is essential because it reenforces learning for the student, I feel that it would be boring for the teacher.

I admire the personnel who teach this course for several reasons. The program is very time consuming, they do it because they want to help others, they do not get any type of monetary payment for their effort, and at times it can be very frustrating and disappointing when a student quits half way through the program.

It is very disappointing that more people don't make use of this program, mainly because they are too proud to admit they cannot read or write. I have been collecting materials to use in our project for our course. I'm just beginning to realize the disadvantages of people who are functionally illiterate. There are so many directions that have to be read, from cooking frozen foods to yielding to traffic on the highway. There is also a tremendous amount of legal papers that have to be filled out in the course of a lifetime. Therefore, the course would be valuable to anyone who would take it.

Mrs. Rogers was a very good speaker and I appreciated her taking time to tell us about the Laubach system and how it works.

The Laubach Literacy, an adult education program, was presented by Mrs. K. Rogers. This program was originated by an American Missionary who found a great need and desire by the natives to read and write. He developed a unique system to teach them the basics. Upon Rev. Laubach's return to the States, others had ask him to transfer his method into an adult education program for the functional deprived. The theory of his is "Each one, teach one."

Mrs. Rogers presented some interesting statistics stating there are 18.5 million functional illiterates in the U.S. (Twenty-five years or older that cannot read or write beyond the 5th grade level.) There are 9.9 of Pennsylvanians and 55% of prisoners which are illiterate. The government programs reach only 3% of the people in need of an adult education program.

This course seems to be a very thorough one but is an immensely slow process. An adult usually feels a pressing need to read and write, therefore, would not have the patience to complete this course.

Mrs. Rogers explained the program of the Westmoreland Literacy Council. Using the Laubach method of symbols, words, and sounds of letters, she showed how students are taught to speak a word, read a word, and print a word in consecutive order.

She also explained how flyers are distributed to churches, post offices, schools, and various other places so that the public is aware of the program and how interested parties may enroll in the program either as tutors or students.

As a tutor in the program, I found the students I had felt that the skill books provided little practical help in reading and writing suitable to their individual interests and needs. They felt the books were too elementary for them. To compensate for this, I adapted reading materials that did meet their individual needs.

Mrs. Rogers discussed the program she works for very thoroughly and in depth stressing the fact that is was voluntary. Another fact she brought out was that you had to take the ten hour class before you would be permitted to help anyone.

She brought in all her audio-visual aids and explained how they were used to instruct.

I thought she was very informal and natural. I like that a lot.

She answered any questions that were brought up and was more than willing to help anyone who would be interested in the program.

Laubach method of reading sounds excellent in dealing with functional illiterates. It has five skill books which takes about four years to complete. Also, it has one teacher per pupil in its instruction. I feel the program has too many dropouts because there is not enough rewards built into the program. The program seems also to lack some of the skills the people may need at a particular moment such as filling out applications, reading labels and so on. Since this method is one that is trying to reach these type of people, it is a step in the right direction.

APPENDIX K

CALIFORNIA STATE COLLEGE

CALIFORNIA, PENNSYLVANIA 15419

TELEPHONE 412 938 XXXX 4247

January 15, 1970

Dr. Michael Girman
Superintendent of Schools
Frazier School District
Perryopolis, Pa. 15473

Dear Dr. Girman,

The In-Service Program entitled "Developing Teacher Competencies in Communication Skills for Appalachian Area of Pennsylvania" has been successfully completed. Course certification forms for the participants are herewith attached for the inclusion of your school seal. An evaluation of the program has been made and will be included with a synopsis of the class activities which is now in preparation, and will be sent to you immediately upon publication.

I am most delighted that the program was successful and have high hopes that it will enrich your academic offering.

Yours professionally,

Leonard M. Colelli

Leonard M. Colelli

FRAZIER SCHOOL DISTRICT
IN-SERVICE COUNCIL
PERRYOPOLIS, PENNSYLVANIA

December 20, 1975

This is to certify that you have completed satisfactorily on _____ December 10, 1975 _____ an in-service course entitled, "Developing Teacher Competencies in Communication Skills for Appalachian Area of Pennsylvania" previously approved by the Pennsylvania Department of Education. In recognition of your effort you have been awarded _____ credits based upon the thirty class hours of participation.

At the time you prepare to make application for renewal of your Level I certificate, issuance of your Level II certificate or issuance of a Master's Degree Equivalency Certificate, a copy of this letter must be mailed with all similar letters and/or applicable college course transcript with form DSHE 280 to:

Director
Bureau of Education and Teacher Certification
Department of Education
Box 911
Harrisburg, Pennsylvania 17126

Sincerely,

Leonard M. Colelli

Leonard M. Colelli
In-Service Council Coordinator

Allan D. Jacobs

WRITTEN COMMUNICATION

No one today argues against writing as one of the four basic communication skills which are necessary for an individual to function effectively and with self confidence in the complex society in which we live. It seems unthinkable that in a nation that has developed the technology to send man to the moon still counts among its citizenery enormous numbers of adult functional illiterates. Like this project, any project concerned with the communicative abilities of the adult functional illiterate must explore methodology of instruction that was ineffectual and develop workable alternatives to suit particular situations.

It is paramount that any instructor in a project concerned with the communications ability of the human resource classified as "functional illiterate" understand that while he is dealing with one segment, he is in fact utilizing as least three, most of the time four, of the areas identified as the communicative arts. The one areea that is excluded the easiest, the quickest, the majority of the time is the area of writing. There is no intention ti diminish the importance of writing or the handwriting act, there is however an intent to point out that writing is the most dangerous of the four areas.

If there was no writing, there would be no need for anyone to read, indeed there would be nothing to read. The two areas are locked together in both need and form. the first needs no explanation. The second has to do with the "rules of the game." One reads from left, to right, one writes from left to right and so forth.

When asked to read, and the ability is diminished, one can "bluff" in one of several ways. When asked to talk, speech is appropriate in a given social situation and one can "stall" his or her way through and escape utilizing various techniques. When asked to write, "it all hangs out." With wiriting there is no place to hide.

The instructor must realize that the "rules" for the writing act are the strickest of any of the areas and "right/wrong" designations are made instaneously on the basis of the sample produced. Judgments have been and are being made as the character, the life-style, the intelligence of people on a truly individual basis. People have been denied employment because of the inability to express themselves clearly utilizing written communication. If everything seems to go against one simply because of a highly visible inadequacy, then that person stays as far from the situation as possible.

Another thing the instructor must deal with is the fact that once anything is committed to the written form, it is there "forever" and can not be easily refuted. Because of this, an instructor has a great deal to overcome before anything in terms of writing can take place in working with the functional illiterate. Trust of the instructor by the student is most likely the prime mover in terms of writing.

Handedness is only appropriate to the writing act, and is often overlooked as important to the development of communicative skill. It is harder for a right handed teacher to work with a left handed student than it is for a left handed teacher to work with the right handed. When

it comes to the writing act, the right hander makes assumptions that are inappropriate for the left handed writer. This in and of itself increases the task of the teacher and the hazard for the student.

The last in this series of realizations is that, at least in the majority of cases, the methods of teaching handwriting the functional illiterate has been exposed to did not work. There would be little use in re-doing the kinds of methods that have failed for a minimum of several years.

Session 1

The first session was the total responsibility of the instructor. It was designed primarily to have the class realize that the writing act iis most likely the most dangerous of the four areas of communication considered in this project. Most of the class were teachers from the content areas of the school system and stated tht they did not teach handwriting and could not remember very much about the ways through which they learned to write. For them, on he first meeting, writing seemed to be of the least interest for most of the members of the class.

The feeling was that the class, even though each one had the ability to communicate through writing, was hesitent to display their competency with the medium. They stated that they did not want their individual work placed on display. They had been out of school for sometime and felt that it would be an imposition for someone to match the r handwriting against some arbitrary, or commercial system.

Session 2

Based upon the feelings toward the writing act established with the class in session 1, this session progressed to the examination of various commercial handwriting programs and the several activities incorporated into the programs for the learner to accomplish. The class decided that while many of the exercises might be appropriate to the various levels of the elementary school, or particular programs of the secondary school, the activities almost demanded the classroom setting. At the conclusion of this session, the class was asked to look around the community to glean how the adult world was utilizing written communication. The class was asked to bring adictionary with them for the next session.

Session 3

The class was given several words and asked to pretend that they had an inability to spell the various words. Using the "rule" that they did not know how to spell the words, they were asked to "find the words in the dictionary." The class found through comparisons of the dictionaries - multiple spelling, exclusions of the particular word, and varying preferred spellings of some of the words. The class discovered that a dictionary is not necessarily an easy writing tool to use. The class was surprised at how mucy time expired for finding the words in the game situation. The kinds of writing acts that the class members observed were listed, discussed and explored as possibilities for techniques of working with the functional illiterate.

tattoos	graffiti
sparklers	burning in wood
spray cans of paint	blackboards

branding	writing or stenciling on shirts
spit writing	stadium-electronic score board
soap on windows	bed sheets at games
sky writing	sand
picture writing	wet cement
diagram of a play	on sidewalk with chalk
embroidering on jeans	

Session 4

At the beginning of this session the class was counted off as number 1 or number 2. One group stayed in the room while the other group was excluded from the room. Those remaining in the room were told that they were to be the teachers for a group of adult functional illiterates in a "one-on-one" situation. They were to deal with the writing problem presented to them as realistically as possible. The group excluded from the room was instructed to construct a "total personality" other than the one they were living. This group could not be younger than eighteen years of age, nor could they assume the opposite sex from that of real life. Beyond the two restrictions, they were the functional illiterate. The groupings were changed and roles reversed so that each student was teacher and student. At the conclusion of this session the class decided to maintain the same working groups for reporting writing as had been established for the reading portion of this project, and in-group discussion time was provided and utilized to that end.

APPENDIX A

WRITING ACTIVITY

In relation to the Reading Project
"Preparing Forzen Foods"

Fill In Correct Answers:

1. To prepare these vegetables_____ — of boiling _____
_____ has been added.

2. These frozen vegetables should cook over_____ heat for approximately _____ minutes.

3. During cooking process saucepan should be _____

4. Avoid _____

Oral Communication

Objectives and Summarization of each of the Oral Communication Sessions Included in this In Service Project.

Thelma Caruso

ORAL COMMUNICATION

Thelma Caruso, Instructor

NOTE

Definition of terms as used:

Instructors: the team of persons who are teaching in this project.

Teachers: the persons who make up the class in this project.

Students: the functional illiterate persons whom the teachers will be teaching.

Reading, writing, speaking and listening are the communicative concerns of teachers and students in any educational program designed for the functional illiterate. Therefore, teachers who are working with the functional illiterate need to conceputualize and to use the processes involved in mastering basic skills of literacy and oracy. The oral communication segment of this project concentrates upon oral literacy -- speaking and listening.

In proceeding with the plans for this part of the project it is important that the instructor recognize two needs which must be served:

1. The need of the teacher of the functional illiterate to be an effective oral communicator.
2. The need of the functional illiterate to be able to utilize oral communication effectively.

The initial contact between the teacher and the student the functional illiterate person, will be primarily through speaking and listening. That contact sets the climate for other learning experiences. It is the key that unlocks meaningful interaction between teachers and students for all communication—reading, writing, speaking and listening. The teacher must be able to communicate orally with a high degree of proficiency.

The students have many needs for utilizing verbal and nonverbal communication. They need to be orally functional persons in a literate society. Experiences of frustration and misinterpretation, which they encounter in reading and writing, are an integral part of their oral communication.

For functional illiterate persons, like all other persons, there are numerous situations in which they find themselves in the interchangeable roles of senders and receivers of verbal and nonverbal messages. In many societal and business encounters oral communication is the primary source of contact. Examples of this are encounters with the school, the doctor, the salesperson, the social worker, government agencies, the job interviewer, the telephone.

It has been accepted generally that 70% of one's waking time is spent in some form of communication. Of that seventy percent, 75% is spent in speaking and listening. This alone is reason enough to warrant the inclusion of oral communication as a significant part of the whole of communication skills.

While some of the sessions were jointly shared with reading and writing, four sessions were exclusively reserved for oral communication. These were utilized as follows:

Session I: Orientation and Conceptualization of Interpersonal Communication

Session II: Nonverbal and verbal communication

Session III: Listening

Session IV: Strategies in Teaching Oral Communication Skills

General Objectives for Oral Communication:

1. The teachers will be able to utilize oral communication skills effectively in teaching the functional illiterate.

2. The teachers will be able to develop effective basic oral communication skills in the functional illiterate student.

SESSION I

Orientation and Conceptualization of Interpersonal Communication

Specific Objectives:

1. Through communication games the teachers will open lines of communication with one another and will establish an atmosphere of comfortable interaction among themselves and their instructors.

2. The teachers will construct a simple working model for oral communication.

3. The teachers will describe interpersonal communication.

In this session the tone of the project was set. The traditional seating arrangement of the classroom was changed to a circle of chairs with the four project instructors being seated as part of the circle. The games which were utilized were "The Name Game," "Four Corner Identification" and "Whom Am I." An instructor-focused identification game, indicating a willingness of the instructors to reveal themselves, encouraged the teachers to be more open in disclosing their expectations and interests in the project. The games which focuses on the teachers

gave the instructors an insight into the make-up of the class. Barriers were removed and the teachers were ready for the brainstorming which followed concerning concepts of communication, oral communication, and interpersonal communication.

The class designed a simplified working model for oral communiction.

Sender and Receiver interchange roles in the process of interpersonal communication

With this model as a base, Interpersonal Communication was described in terms of dyads and triads of persons who are involved in interchanging roles of senders and receivers of messages. The messages were described as being verbal and nonverbal with listening as an integral part of the communication.

SESSION II

Nonverbal and Verbal Communication

Specific Objectives:

1. The teacher will be able to describe, identify, interpret and utilize nonverbal communication.
2. The teacher will be able to interpret the meaning of the verbal message.
3. The teacher will be able to develop in the student effective verbal and nonverbal skills

Channels for nonverbal and verbal communication were explored through sound-slides, pictures and role-playing demonstrations. Teachers were encouraged to use "Talk" as a reference to channel identification. The four basic "Talk Channels" considered in this session were:

1. Body Talk (Kinesics) including face talk, hand talk posture talk.
2. Space Talk (Proxemics)
3. Sound Talk (Paralanguage)
4. Verbal Talk (Words)

To illustrate these four channels, sound-slides from The Center for Humanities, Inc. were used, along with a variety of pictures from current magazines, books and newspapers.

The teachers used their own creative talents to design role-playing situations in which they demonstrated barriers which are often encountered in interpreting the meaning of the message through nonverbal feedback and faulty listening.

Especially in the "Word Talk" the class was urged to relate and correlate this material with the reading and writing segments of the project. They were able to identify the related problems in vocabulary, meaning and interpretation.

SESSION III

Listening

Specific Objectives:

1. The teacher will be able to identify and utilize effective listening skills when teaching the functional illiterate.
2. The teacher will be able to develop in the functional illiterate skills for effective listening.

It is obvious that listening is an integral part of the process of communication, both verbal and nonverbal. Isolating it is merely a practical way of dealing with it. Listening encompasses sight, sound and interpretation. It influences the response to the message.

There are numerous pitfalls in listening which need to be recognized. They are serious barriers to communication. It is important for teachers to understand them and to learn how to cope with them. It is equally necessary that students learn to recognize and to handle the pitfalls in listening.

Sound-slides from the Center for Humanities, Inc., concentration games and role-playing were utilized for this lesson.

SESSION IV

Strategies in Teaching Oral Communication Skills

Specific Objectives:

1. The teacher will be able to utilize gaming, role-playing and a variety of visual materials in teaching oral communication skills.
2. The teacher will compile a list of resource materials.

Role-playing was utilized throughout this segment of the project. This proved to be effective in underlining the communication problems of the functional illiterate. The teachers designed practical situations which focused upon specific problems in verbal and nonverbal communication and in listening and they acted out these situations.

Gaming is recognized as a motivating device. It breaks down reticence and it creates an informal atmosphere in which teachers and students may work. It is effective in focusing on a particular point. Gaming should be used with purpose and direction in mind. Often games can be redesigned to be more applicable to particular students and specific lessons.

Gaming is widely used at all levels of learning. there are numerous resource books. A few will be listed at the close of this segment.

Sound-slides and films also help the student to relate visually and verbally to the material.

It is strongly suggested that the Oral Communication segment of this project focus upon the interpersonal communication needs of both teachers and students.

The creative talents of teachers and students can contribute a great deal in the conceptualization and utilization of the oral communication skills to be developed in this study.

RESOURCES

Adler, Ron and Towne Neil. **Looking OutLooking In,** San Francisco: Rinehart Press/Holt Rinehart and Winston, 1975.

Barbour, Aton and Goldberg, Alvin A. **Interpersonal Communication: Teacheing Strategies and Resources.** Falls Church, Va.: Erci/RCS Speech Communication Module, 1974.

Hawley, Robert C. and Hawley, Isabel L. **A Handbook of Personal growth Activities for Classroom Use.** Amherst, Mass.: Education Research Associates, 1972.

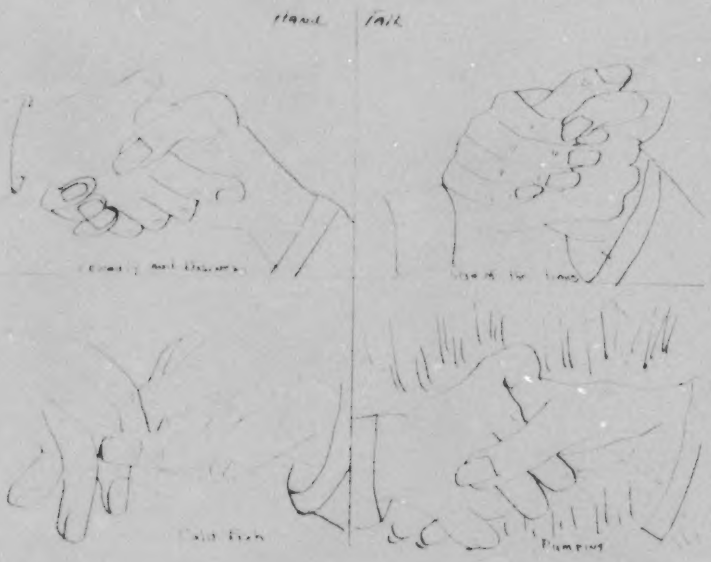
Knapp, Mark L. **Nonverbal Communication in Huma Interaction.** New York: Holt, Rinehart and Winston, Inc., 1972.

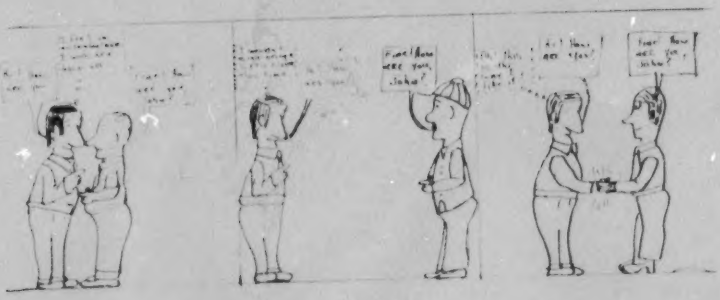
Morris, Kenneth T. and Cinnamon, Kenneth M. **A Handbook of Verbal Group Exercises.** Springfield, Ill.: Charles C. Thomas Publisher, 1974.

Sound Slides:
"Communication Skills: Learning to listen and Express Yourself."

"Personal Communication: Gestures, Expressions, and Body English." White Plains, N.Y.: The Center for Humanities, Inc. 1974.

In the following pages the teachers in the project present a few illustrations of "Nonverbal Talk", "Barriers to Communication" and several sample role-playing situations which they designed and demonstrated.





ROLE PLAYING

Characters

Mr. Volkerstein — High school principal. Mild-mannered, compassionate, understand person.

Mr. Metzavich — An irate parent, emotionally upset and deeply concerned over son's enrollment in a vocational training program.

Situation

A parent and the school principal are engaged in a discussion about Mr. Metzavich's son being enrolled in the vocational training program rather than the traditional school program.

As the scene opens, Mr. Metzavich is being ushered in to the principal's office by the high school secretary.

Opening Statement

Mr. Metzavich: I wanna know. Why my son John goin' to school to learn to push a buiton an' he donta know how to push a pencil to write his name, and he donta know how to read da paper?

(Improvistation)

Closing Statement

Mr. Volkerstein: (Extending his hand to Mr. Metzavich) I'm glad we have resolved the situation and you now understand fully what the school is trying to do for John.

Note

In the improvisations use the vocabulary suitable for the characters. Focus on misunderstanding meansing.
Demonstrate pitfalls in listening and barriers in nonverbal communication.

Do the scene twice -- once to focus on the problems in communication and secondly to focus on how to handle the pitfalls and barriers effectively.

Role Playing Situations

Characters

Dr. Seoul — Extensive paractical medical experience gained by studying in various countries. Dedicated to the medical profession.

Mrs. Hatfield — Fourth grade education. Strong-willed, self-sufficient person.

Situation

The doctor is working with a mobile medical unit. While passing through the backwoods area of Calhoun County, West Virginia, he is flagged down by five frantically-waving children. Upon questioning of the children, he learns that Mrs. Hatfield is in a lot of pain and needs help. One of the bones in her leg is "pokin' right through her skin."

The doctor drives up the lane, parks the mobile unit, grabs his medical bag, and hurries to the door. Without stopping to knock, he enters the home and finds Mrs. Hatfield lying on a make-shift cot grimacing with pain.

Opening Statement

Dr. Seoul: I am Dr. Seoul and I understand you had a bad fall. How did it happen?

(Improvisation)

Closing Statement

Mrs. Hatfield: I sure feel a heap better. I'm mighty beholdin' to ya, Doc. Thanks. See ya next trip.

Note

In the improvisations use the vocabulary suitable for the characters.
Focus on misunderstanding meansing.
Demonstrate pitfalls in listening and barriers in norverbal communication
Do the scene twice—once to focus on the problems in commuication and secondly to focus on how to handle the pitfalls and barriers effectively.

Role Playing

Characters

Mr. Harmer — Mine foreman. Huge, burly-type, with a deep voice.

Jack Brewster—Young adult, highly nervous and uncertain of himself. Has speech impediment -- stuttering.

Situation

A new mine is opening in the area and interviews are being conducted to secure additional workers for the mine.

Opening Statement

Jack Brewster: Ah . . .ah . . .ah, m . . m . .m . . mister. Dis w . . .w . . .w . . where I com to g . . .g . . .g . . git a j . . j . . job?

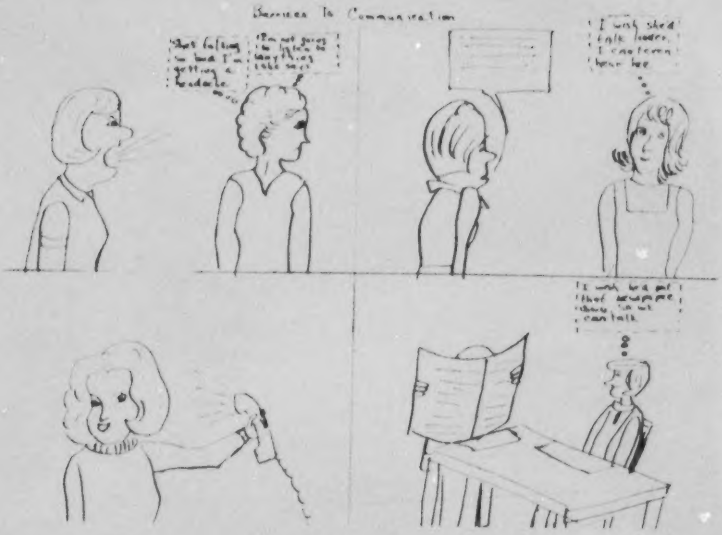
(Improvisation)

Closing Statement

Mr. Harmer: Ok, son. Make sure you're here Monday morning at 6:30 sharp.

Note

In the improvistaions use the vocabulary suitable for the characters. Focus on misunderstanding meanings.
Demonstrate pitfalls in listening and barriers in nonverbal communication. Do the scene twice--once to focus on the problems in communication and secondly, to focus on how to handle the pitfalls and barriers effectively.


Barriers To Communication

Barriers to
Communication

Hi! Mrs. Drake. I see you are invited to the formal tonight. You have to dress suitable for the event.
A suit?
Hi! May I
you home?
Certainly NOT!

READING

A Brief Narrative Describing Each of the Reading Sessions Included in This Inservice Project

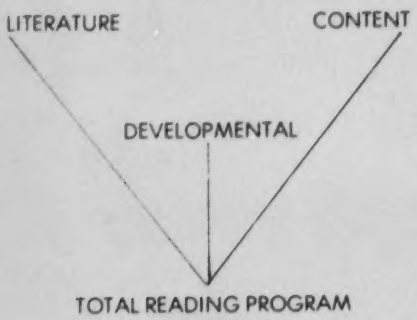
Gary W. Kennedy

Louis A. Oliastro

READING

The Reading Sessions were designed by the use of practical application, to help solve some of the problems found with functional illiterates. Reading was defined as a process and not a subject unto itself. The relationship to the other language skills of listening, speaking, and writing were discussed. In all sessions the emphasis was placed upon the process approach so that the reading activities selected could easily transfer to other situations.

The strategy for implementing the reading process was a three-pronged approach - Developmental, Literature, and Content. However, due to time limitation the major portion of time was devoted to the developmental and content prongs.



DEVELOPMENTAL - The Developmental Program is designed for those students who are non-readers or are not able to read simple books or content material - Approximate Grade - 1-3. The vehicle for implementing this prong was the picture-language-experience approach. This is a plan for developing reading ability as an integral part of the development of all the communication skills. It was based on the realization that the ability to understand and to respond to oral language begins with the socialization process early in life. Reading is not only important as a learning tool, but also as a social tool.

LITERATURE - As it is important to the Developmental Program that the learner expresses ideas or concepts in the syntax or the grammar of the language he or she knows best, it is also important that he begins to become familiar with other forms of grammar by other authors. This can best be done through the art form or literature.

In the beginning short articles can be read to students to develop the concept of "story". This is an emotional type of reading and stories should be developed around interests of the learners.

CONTENT - There must be some content, whether it be trivial or profound, whether it deals with language itself or with social studies, literature, arithmetic, art, music, or items of personal or community interest. The content used in this project was newspapers, magazines, menus, job application forms, welfare forms, Pennsylvania Driver's Manual, etc.

The sessions reserved for reading were as follows:
Session I - Orientation to the Reading Process
Session II—Rewriting and Adjusting Reading Materials to Meet Individual Needs
Session III—The Use of Survival Materials and Directed Reading Activities.

SESSION I

Orientation to the Reading Process

Specific Objectives:

1. The teacher will be able to recognize the complexity of the reading process.
2. The teacher will become aware of the purpose and relationship of each of the following components of the reading process - experiencial background, word recognition, comprehension, reaction, and integration.
3. The teacher will be able to develop a story using the Picture-Language-Experience approach.

The teachers were presented Paul McKee's[1] reading primer on transparencies for the purpose of identifying beginning reading problems and to also develop some empathy for adults who have had difficulty in learning to read.

Various components of the reading process were described in terms of experiencial background, word recognition, comprehension, reaction, and integration. Each aspect was explained in some detail by reflecting on the story which the group had read from McKee's primer.

The Picture-Language-Experience Approach is a method utilizing the student's listening and speaking abilities to produce a pictoral account based on his experiential background. The addition of photographs to the language-experience approach adds a motivational impact for the learner. He is directly involved with a physical act based on his job, hobby or home environment. The story then evolves from the sequenced pictures.

This necessitates the student being able to—operate a camera, select locations to take photographs, and to organize and sequence the photo-

graphs. The teacher will record a story dictated by the student via longhand or tape-recorder. The teacher will then develop sight-words and phonic generalizations with the picture-language story.

See Appendix R1 for examples constructed by teachers.

SESSION II

Rewriting and Adjusting Reading Materials to Individual Needs

Specific Objectives:

1. The teacher will be able to understand the construction and uses of the cloze procedure.
2. The teacher will be able to formulate, administer, and evaluate a cloze exercise.
3. The teacher will be able to use the Dal-Chall Readability Formula.
4. The teacher will identify localized material based on the needs of students.
5. Having examined some localized materials the teacher will be able to rewrite materials for the purpose of lowering the readability levels.

Cloze Procedure

It was pointed out by the instructor how the cloze procedure could be an extremely helpful screening device which could be used with the functional illiterate to determine various reading levels and to help individualize reading instruction. Improving ability in context clue usage through the use of the cloze procedure was also included in the discussion.

The construction of a cloze exercise from a basal reader, tradebook, or content textbook was explained in detail. The teachers examined several cloze exercises constructed by the instructor for the purpose of clarification. Sample cloze exercises were distributed to the group for them to complete and to evaluate reading levels as to independent, instructional, or frustration.

Each teacher in the group selected printed material to use in the construction of their own cloze exercise. Pairs of teachers then administered their exercise to each other and evaluated the results.

Dale-Chall Readability Formula 3

There are many readability formulas that can approximate the vocabularly control of reading materials. However, the Dale-Chall readability formula was selected because of the ease in rewriting

materials. The teachers were introduced to the Dale-Chall formula by first completing the formula on materials from their classrooms.

The formula itself is based basically on two items: sentence length and unfamiliar words, those not on the Dale list. Once a teacher has completed the formula and has kept a list of unfamiliar words, he can then begin to rewrite materials by changing unfamiliar words to familiar words and adjusting sentence length.

Examples of localized material that were rewritten for the purpose of lowering the readability levels can be found in Appendix R2.

SESSION III

Use of Survival Materials and Directed Reading Activities

Specific Objectives:

1. The teacher will be able to plan a directed reading activity around local interest.
2. The teacher will be able to design survival learning materials of local importance.

The session offered the teachers two procedures for teaching reading skills and specific subject matter to the functional illiterate at the same time. They included the directed reading activity and survival learning materials. It was felt that these two procedures would help prepare the functional illiterate for the demands imposed upon them by the real world.

Directed Reading Activity. The instructors described how most printed material relevant to the functional illiterate could be turned into a reading lesson. It was noted that although the Directed Reading Activity techniques are not new, there is novelty in the organized method and concrete applications. The teachers were introduced to a five-step approach - (1) readiness, (2) concept development, (3) silent reading, (4) discussion, and (5) rereading. Emphasis was placed upon this as being a suggested plan only, and use of every step with every single reading selection would be unnecessary and unwise. An example of a directed reading activity planned by the teachers around local interest using a menu from a restaurant can be found in Appendix R3.

Survival Learning Materials. The teachers were surveyed informally to determine some of the types of local survival reading skills they considered the functional illiterate to need. After identifying survival materials of local importance, the instructor explained procedures that could be employed to develop these kinds of materials. (i.e. labels for medication, prescriptions, interpreting forms, etc.) A booklet designed by Wilson and Barnes[4] to provide some starter ideas for the teachers to

use in developing their own packet of survival learning materials was also available for the teachers to explore. Included in each survival reading activity were appropriate labels, applications, and forms in addition to questions of three types:

Set 1. Questions that are related to locating facts which are important and directly stated.

Set 2. Questions that require the student to interpret what he has read.

Set 3. Questions that require the students to make some applicarion of what he has read. In many instances these questions require thinking beyond the information given.

Examples of survival learning materials constructed by the teachers can be found in Appendix R4.

BIBLIOGRAPHY

1. McKee, Paul. **The Teaching of Reading in the Elementary School.** Boston; Houghton Mifflin, 1948.

2. Miller, Wilma H. **Reading Diagnostic Kit.** New York, N.Y.: The Center for Applied Research in Education, Inc., 1974

3. Dale, Edgar and Chall, Jeanne S. "A Formula for Predicting Readability: Instructions," **Education Research Bulletin,** XXVII (February, 1948), 37-54

4. Wilson, Robert M. and Barnes, Marcia M. **Survival Learning Materials. York, Pa.: Strine Publishing Co., 1974.**

A sample bibliography of materials and techniques will follow. All materials will be used to reinforce the picture-language-experience approach to reading. Material to use will be used for tutor, student or both.

1. The Emergency Reading Teachers Manual

2. A. Phonics Analysis Learning Center	Dreier Educational Systems 320 Raritan Avenue Highland Park, New Jersey
B. Structural Analysis Learning Center	Steck-Vaughen Company Box 2028 Austin, Texas 78767

C. Comprehsnsion
Instructional Center

3. Adult Basic Education
Reading:

1-2 Steps to Learning, Book 1
2-3 Steps to Learning, Book 2
1-2 Working With Words
2-3 Working With Word Patterns
3-4 Building Word Power
2-3 The Lopez Family

Steck-Vaughen Company
Box 2028
Austin, Texas 78767

3-4 Read to Learn
3-4 Adult Reader, Revised
3-4 Practice in Reading
5-6 Basic Reading, Book 1
5-6 Basic Reading, Book 2

4. A. Can You Give First Aid
B. Finding A Job, Be Informed Series
C. Money, Be Informed Series
D. Taxes, Be Informed Series
E. Wise Buying, Be Informed Series
F. Buying A Car, Be Informed Series

New Readers Press
Box 131
Syracuse, New York 13210

5. Pennsylvania Driver's Manual (revised)
3 workbooks
games and tapes

Propaganda Kit for Social Studies and Reading

Oliastro and Parr
California State College
California, Pa. 15419

6. Books (Literature)
Samples:
Cross Creek by Marjorie Rawlins
Hie to the Hunter by Jeff Stuart
Life on the Mississippi by Sam Clemmens
Grandfather Tales by Stuart Chase

Allan Jacobs
Literature Specialist
California State College
California, Pa. 15419
Personal collection of over
2,000 books.

7. Any job descriptions, manuals, menus, forms, store labels, etc.

APPENDIX R-1

Picture-Language-Experience Approach

Bobby is an eleven year old boy in the Fifth Grade at St. John the Baptist School in Perryoplis, Pennsylvania. His favorite subject in school is Social Studies even though he has not done well in it. Bobby has great difficulty with reading.

It is realized that he must be motivated in this area. We have done this by introducing Bobby to several reading series other than the usual basal readers used in school. This method has proven only partially successful due to his short interest span. We feel Bobby must be constantly motivated. He has no regrets regarding this difficulty. Robert seems to feel that he can go through life without the ability to read.

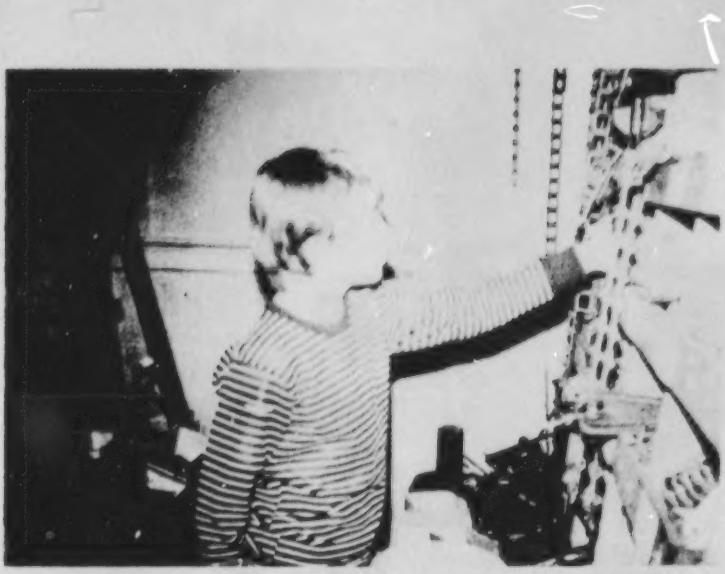
In spite of Bobby's difficulties that result from his intense dislike of reading, he likes school.

This is Bobby's story as he told it.

Bobby reading a mechanic's book, checking for parts he may need to repair a carburetor.

Taking the head off a tractor carburetor.

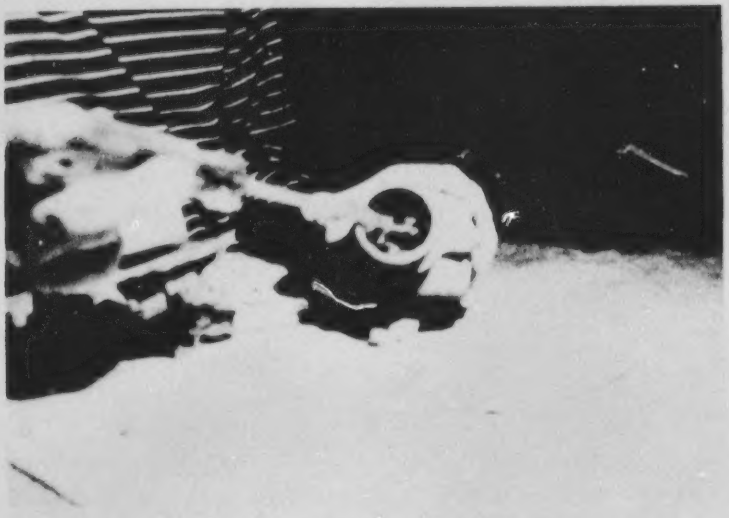
Looking for a part in the parts rack in order to repair the carburetor.



Looking for a bolt for the tractor carburetor.

More completely removing the head from the tractor carburetor.

The head completely separated from the rest of the carburetor.



Pointing to the butterfly valve in the tractor carburetor.

Checking a part, I forgot its name, that conducts air through the carburetor

Checking the gas float of the carburetor.

Taking the pin out of the gas float.

Beginning to rebuild the carburetor—this is fun and important that all parts are put back into their right places so that the carburetor will work right.

Tightening bolts as I continue to reassemble the tractor carburetor.

Ah, there it is—all together again!

As we illustrated by pictures, we have motivated Bobby to read by approaching it from his high interest in mechanical things. We used this language-picture experience story to improve Bobby's sentence structure.

In the future we will continue to develop the words in Bobby's story in building a sight vocabulatory. He will be expected to use these words in written sentences. We will further expand by other vocabulary words and stories dealing with the mechanical functions of an automobile. As Bobby becomes more interested and motivated in the operation of a car we will have him tell, read and then write how these parts interact in effecting an efficient operating car.

We hope to improve Bobby's oral, reading and written work as we develop comprehension skills by labeling parts, and functions; choosing important points and main ideas presented; interpret directions. He will be expected to know the sequential order for reassembling the components of an engine.

By expanding Bobby's communication skills, at his interest level, we hope to improve Bobby's education.

Sister Ann Margaret Bolf, O.S.F.
Sister Virginia Cummings, O.S.F.

CLARENCE
AT
TOM'S TIRE CO.

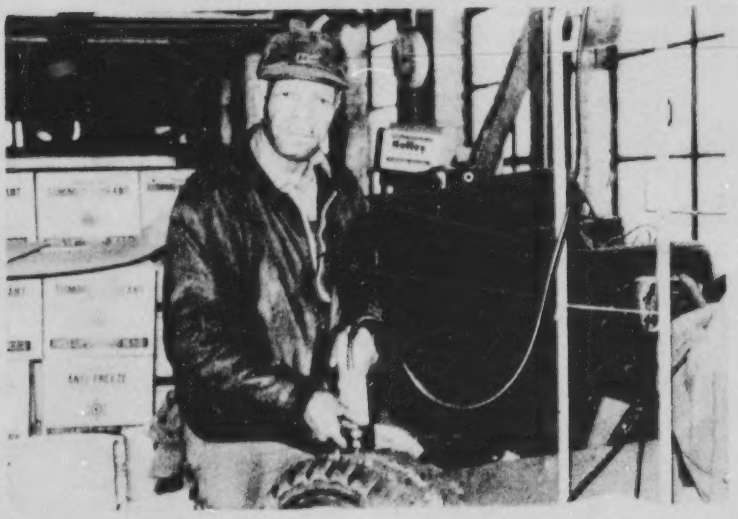
Ring up. Three zeros. You pump a dollars worth of gas till it registers a dollar

The idea of a grease job is to lubricate the parts where it last longer.

I have an anti-freeze tester. I stick it down in the man's radiator. Draw a little bit out. I got reading on my gauge.

When you balance tire. Machine has bubble like a bull's eye. Bubble has to be right in the middle. Like a bull's eye.

If cables of the battery corroded. Clean cables off. Hook up two post. Turn dial. Runs down to zero.

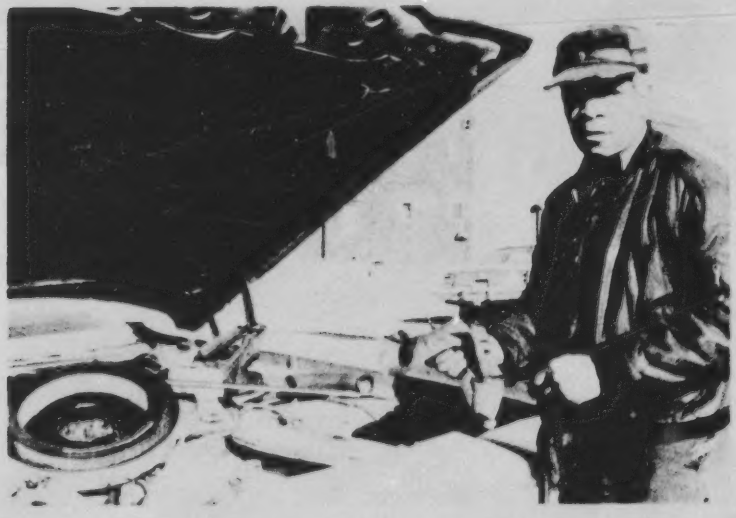


We have some little studs. I have a gun. And everytime you pull the trigger one pops out into a tire.

Well the grind[illegible] wheel is stone at one end. And on the other is round brush. It turns round and round.

Floor jack. Pull handle up and down. It go up. High as you want. When you get finished with it you turn it back. Go down itself.

The impact wrench has got two sizes. And I take that size socket. Puts it on the nut. Pushes the button. Wheel comes off.



I take dip stick. Pull out. Wipes it off. Puts it back in. And pull it out again. To check oil.

I have a little can looking thing with a long stem on the end of it. Like a rod. To put in transmission fluid.

I have a spout-looking thing. Got a nozzle on it. Little button. Fills it with rust proofing stuff. It squirts all up under the car.

When I clean front end machine. I do. If it dirty, I sweep it up real good.

APPENDIX R-2

Example of Material Rewritten for the Purpose of Lowering the Readability Level

Charge Card Agreement

The Master Charge® Card (Cards) is issued to the Customer whose name appears on the face of the Card by Fayette Bank and Trust Company (Issuer) for Customer's use in making Credit Purchases and obtaining Cash Advances (Loans) subject to the terms hereof. Customer, by signing, retaining, using or permitting another to use the Card, accepts the terms hereof and agrees to be bound hereby.

1. The following additional definitions shall apply to this agreement: (a) Credit Purchase—a purchase of goods or services made by Customer through use of the Card; (b) Cash Advance (Loan)—cash borrowed by Customer from Issuer or any other bank that is a member of Interbank Card Association through use of the Card; (c) Billing Cycle—the time interval between regular periodic billing statement dates.

2. Customer authorizes Issuer to pay for and to charge his account with the total amount of all sales slips, cash advance slips and other instruments representing Credit Purchases and Loans made or obtained through the use of his Card(s) upon presentment of such items to Issuer. Cardholder must sign his Card on the signature panel before making any Card transactions.

3. Customer promises to pay Issuer for all credit extended thereby together with any applicable **FINANCE CHARGES.**

4. Customer will be furnished monthly statements for all Credit Purchases or Loans, and **FINANCE CHARGES**, made or obtained with Customer's Card(s). Such statements shall set forth, separately, with respect to Credit Purchases or Loans, and **FINANCE CHARGES**, the following: (i) the previous balance; (ii) less payments and/or credits received and applied against said previous balance during the first 25 days of the billing cycle; (iii) the amount and date of new Credit Purchases or Loans; (iv) the amount of and manner of determining any **FINANCE CHARGES**; (v) **ANNUAL PERCENTAGE RATE** of **FINANCE CHARGES**; (vi) new balance; (vii) minimum payments due for each of Credit Purchases and Loans and **FINANCE CHARGES**; and (viii) the total minimum payment due. Such statement shall be deemed correct and accepted by Customer unless Issuer is notified to the contrary in writing within 10 days of the date of such statement. Customer shall pay his total indebtedness by remitting to Issuer, within 25 days after the date of each statement, at Customer's option, either (a) the total amount billed, which total shall be the aggregate of the new balance for Credit Purchases and the new balance for Loans, plus any **FINANCE CHARGES** accrued to the date of such payment, or (b) consecutive minimum monthly installments, each installment to be an amount not less than 5% of the new balance for Credit Purchases and **FINANCE CHARGES** related thereto with a minimum payment of $10.00 whichever is the greater AND an amount of not less than 5% of the new balance for Loans and **FINANCE CHARGES** related thereto with a minimum payment of $10.00 whichever is the greater OR the balance due in each case when the balance is less than the minimum payment required. The Customer may at any time pay Issuer his total indebtedness or any portion thereof in amounts greater than the minimum required by subparagraph (b) hereof.

5. **FINANCE CHARGES** shall be imposed as follows:

(a) **FINANCE CHARGES** for all outstanding Loans shall be imposed from the date when the loan is received by the customer and shall be calculated on the average daily balance of the billing cycle, such **FINANCE CHARGE** to be computed at the periodic rate of 1% per month (CORRESPONDING TO AN **ANNUAL PERCENTAGE RATE** of 12%).

(b) Credit Purchases may be paid within 25 days from the date of the statement on which such Credit Purchases are first identified, without incurring a **FINANCE CHARGE**. A **FINANCE CHARGE** shall be imposed on so much of said Credit Purchases remaining unpaid upon expiration of said 25-day period, such **FINANCE CHARGE** to be computed at the periodic rate of 1¼% per month (CORRESPONDING TO AN **ANNUAL PERCENTAGE RATE** of 15%).

(c) The balances for each billing cycle upon which **FINANCE CHARGES** will be imposed shall be: (i) the daily balances outstanding for Loans for such cycle, and (ii) the previous balance for Credit Purchases shown on your statement. (The previous balance is the total of those items of merchandise or services

outstanding on your last billing date minus all payments and credits received during such billing cycle). A minimum monthly **FINANCE CHARGE** of **50c** shall be imposed on such balance for Credit Purchases.

(d) The amount of the **FINANCE CHARGE** shall be determined by applying, on the closing date of each billing cycle, the periodic rates described in subparagraphs (a) and (b) hereof to the outstanding balances described in subparagraph (c) hereof.

(e) All payments received will be applied first to accrued **FINANCE CHARGES**, and next to the unpaid principal. Payments received in excess of the total minimum monthly payment due shall be applied first to balances owing on Loans and next to balances owing on Credit Purchases, (the latter, in the order in which such Credit Purchases were debited to Customer's account).

6. Bank shall bear no responsibility should a seller refuse to honor a Master Charge Card issued to Cardholder. Bank shall have no liability for any dispute relating to merchandise or services purchased through use of a Charge Card. All such disputes, claims or defenses shall be adjusted directly with the merchant. The total amount of any indebtedness purchased by Bank, plus **FINANCE CHARGE**, if any, shall be paid to Bank irrespective of any claim, defense or dispute against or with the seller.

7. Customer has been informed of the amount of the approved credit line established for him by Issuer, and Customer agrees that he will make no Credit Purchases or obtain any Loan which will bring the aggregate outstanding balance to a figure in excess of such limit.

8. Customer shall not pay any person other than Issuer for Credit Purchases and Loans made or obtained through the use of his Card, and Customer will not assert, as a defense against Issuer, payment to another person. Refunds, adjustments and credits for purchases made through use of the Card shall not be made in cash, but shall be evidenced by a credit slip delivered to Issuer and credited to Customer's account.

9. Customer agrees that Issuer may cancel Customer's approved credit line, and that the Card is the property of Issuer and may be revoked or repossessed at any time, and must be surrendered upon demand. Such cancellation, revocation or repossession shall not affect Customer's liability to Issuer for credit previously extended.

10. Customer agrees that the entire indebtedness to Issuer shall immediately become due and payable at the option of Issuer upon default in any payment due hereunder, and Issuer, without notice or demand, may at any time declare all amounts then owed to Issuer to be immediately due and payable. Issuer may debit such amounts against any deposit or account maintained by Customer with Issuer, and/or apply against such amounts any property owned by Customer in the possession or under the control of Issuer.

11. In the event your Credit Card is used by someone without you authorizing the use thereof, you shall be liable for the amount of the unauthorized use, not in excess of **$50.00** unless said use occurs after you have notified us of the loss or theft of your card.

12. Customer agrees to pay all reasonable costs of collection of all Customer's indebtedness to Issuer, including a reasonable attorney's fee.

13. Any sales slip or other instrument signed by Customer or other person authorized by him to use his account, even though prepared without use of the Card, shall have the same force and effect under this agreement as if the Card was used.

14. Cards issued to others for Customer's account and at his request shall be subject to the provisions of this agreement to the same extent as if issued directly to and for the use of such others.

15. A photographic copy or record of any sales slip, cash advance slip or other instrument representing Credit Purchases made or Loans received through use of the Card shall be evidence establishing Customer's liability on such instruments.

16. Issuer may amend this agreement by mailing or delivering to the Customer written notice of such amendment not less than 15 days prior to the effective date of such amendment or 15 days prior to the beginning of the billing cycle within which such amendment will become effective, whichever is the earlier date.

17. This agreement and all matters arising out of the issuance or use of the Card shall be governed by and construed in accordance with the laws of the Commonwealth of Pennsylvania. Please retain this agreement for your records. An additional copy will be furnished by Issuer upon request.

ESTIMATE OF READABILITY

Article: Master Charge Agreement	Page	Page	Page	
Author	From The	From Customer	From Finance	
Publisher	To Charges	To Hereof	To Purchases	
1. No. words in sample	203	304	197	
2. No. sentences in sample	6	5	5	
3. No. words not on Dale list	51	87	58	
4. Average length sentence (Divide 1 by 2)	33.8	60.8	39.4	
5. Dale score (Divide 3 by 1, x 100)	25	28	29	
6. Multiply average sentence length	1.67	3.0	1.95	
7. Multiply Dale score (5) by .1579	3.9	4.4	4.5	
8. Constant	3.6365	3.6365	3.6365	
9. Formula raw score (add 6, 7, 8)	9.2	11.0	10.0	

70

76

Average raw score of 6 samples

Average corrected grade level

Analyzed by Paul E. Black — Date 12/11/75

Checked by Thomas George — Date 12/11/75

John Guesman — Date 12/11/75

ESTIMATE OF READABILITY

Article: Master Charge Agreement	Page	Page	Page	
Author	From The	From Customer	From Issuer	
Publisher	To Account	To Instruments	To Request	
1. No. words in sample	294	306	100	
2. No. sentences in sample	9	8	3	
3. No. words not on Dale list	60	40	20	
4. Average length sentence (Divide 1 by 2)	32.6	38.2	33.3	
5. Dale score (Divide 3 by 1, x 100)	20	13	5	
6. Multiply average sentence length	1.6	1.89	1.65	
7. Multiply Dale score (5) by .1579	3.15	3.0	.78	
8. Constant	3.6365	3.6365	3.6365	
9. Formula raw score (add 6,7,8)	8.3	7.5	6.0	

Average raw score of 5.0 samples 8.66

Average corrected grade level 5-6

Analyzed by Paul E. Black **Date 12/11/75**

Thomas George **Date 12/11/75**

John Guesman **Date 12/11/75**

71

UNFAMILIAR WORDS
(ORIGINAL COPY)

aggregate 2
accrued 3
consecutive
installments 3
related 3
there to 3
whichever 3
required 3
portion
thereof 2
subparagraph 3
impose 4
outstanding 5
calculated
average
computed 2
periodical 3
corresponding 2
identify
without
incurring
reasonable 3
excess
liable 3
debted 2
responsibility
issued
cardholder
liability
dispute 3
relating
adjusted
merchant
irrespective
established 2
assert
adjustment
evidenced 2
delivered
entire
indebtedness 6
immediately 3
[illegible]
hereunder
declare
maintain

possession
authorizing 4
collection
include
fee
prepared
request 2
provisions
extent
photographic
amend 5
prior 2
effective 2
whichever
issurance
governed
construed
accordance
retain
additional
issuer 24
credit 23
purchases 23
obtained 3
advanced 4
here-of 5
retain
permit
here-by
additional
definition
agreement
inter-bank
association
billing 8
cycle 3
interval
periodic
statement 7
authorizes
instrument
represent
presentment
items
card-holder
option 3

signature
panel
transaction
extended
there-by
applicable
finance 20
furnished
monthly
respect
previous 2
balance 19
applied 4
determining 2
manner
annual 2
percentage 2
minimum 9
deemed
notify
contrary
within
remitting
credit 11
interbank
association
cycle 2
panel
finance 16
applied
purchases 6
percentage
within 3
total 2
balance
subtract
collector 2
fee

CHARGE CARD RULES(REWRITTEN)

The Master Charge Card is given to the person whose name is on the face of the card by Fayette Bank and Trust Company. It should be used for buying on credit and getting cash loans. The following are the rules for the use of the card. The owner of the card must pay all bills charged to the card.

1. (A) Credit buying—buying goods or services with the card;

(B). Cash Loan—borrowing money by the customer from Fayette Bank and Trust Company or any other bank that belongs to the Interbank Card Association with the card.

(C). Billing Cycle—The time between billing dates.

2. Customer will allow Fayette Bank and Trust Company to pay for and to charge his account with the total amount of all sales slips, cash loans, made with the card. Card holder must sign his card on the space panel before using it.

3. Customer promises to pay Fayette Bank and Trust Company for all credit and finance charges.

4. Customer will be given a monthly list of all credit buying or loans and finance charges, made with the card. The list shall have the following:

(A). The old amount;

(B). Less amounts and/or credits received and applied against old amount during the first 25 days of the billing cycle;

(C). The amount and date of the new credit purchases and loans;

(D). The amount of and the way of making any finance charges;

(E). Yearly percentage rate of finance charges;

(F). New amount;

(G). The smallest amount of money due for each credit purchases and loans and finance charges; and

(H). The total smallest amount due.

This list shall be right and the customer shall say it is right unless Fayette National Bank is told in writing within 10 days of the date of the list. Customer shall pay his total bill by giving it to Fayette Bank and Trust Company within 25 days after the date of each billing, at the customer's choice, either

(A). The total amount billed which total will be of the new amount for credit purchases and the new balance for loans, plus any finance charges up to the date of such amount, or

(B). The smallest monthly payment, each payment cannot be less than 5% of the new amount for credfit purchases and finance charges with the smallest payment of $10. The largest amount must be paid either 5% of the new amount or $10. The customer is allowed to pay more than this if he wishes to do so.

5. The following is the way we figure the finance charges:

(A). Finance charges for all loans that have not been paid will be figured from the date the loan was made. The Finance charge will be 1% per month (yearly a rate of 12%).

(B). Credit purchases may be paid within 25 days from the date of the billing without a finance charge. If the bill is paid after 25 days

then the finance charge will be 1¼% per month (yearly finance charge is 15%).

(C). The amount of money not paid after each bill will have a finance charge added to it by the following ways:

I. The daily amount not paid for loans will have a finance charge.

II. The old amount not paid for Credit Purchases will have a finance charge. The smallest finance charge will be fifty cents a month.

(D). Any payment youmake on your bill will first be subtracted from the finance charges. If any money is left over we will then subtract it from the bills.

6 The bank will not take the blame if the store will not allow you to use your card.

7. You are not allowed to buy more than the amount printed on the front of this form.

8. You must pay your bills only to Fayette Bank and Trust Company.

9. Fayette Bank and Trust Company is allowed to take back your card if you do not pay your bills. If Fayette Bank and Trust Company take back your card you still have to pay the bank money you owe.

10. If you do not pay, Fayette Bank and Trust Company can take your property.

11. If you lose your card and someone else uses it; you have to pay for the bills up to $50. The only way you do not have to pay the bill if you tell Fayette Bank and Trust Company you lost your card.

12. If the bank has to hire a bill collector to get their money from you; you have to pay the bill collector fee.

13. If you sign a sales slip but don't use your card you still have to pay the bill.

14. If you tell the bank that other people can use your card; then it is your duty to make sure the bills are paid.

15. A picture will be taken of your bill to prove you owe the bank the money.

16. The bank can change the rules if we let you know 15 days before we bill you.

17. These rules agree with the laws of the Commonwealth of Pennsylvania. Please keep these rules for your records.

ESTIMATE OF READABILITY

Article—Master Charge Agreement	Page 1	Page 2	Page 3	Page 4
Author	From The	From Against	From is	From you
Publisher	To Applied	To Customer	Card	To Records
1. No. words in sample	198	205	197	236
2. No. sentences in sample	25	9	13	14
3. No. words not on Dale list	16	5	13	3
4. Average length sentence (Divide 1 by 2)	8	2.3	15	16
5. Dale score (Divide 3 by 1, x 100)	16.00	12.07	6.05	.33
6. Multiply average sentence length	.3968	1.5432	.0174	7936
7. Multiply Dale score (5) by .1579	.0252	.6035	.9503	.0521
8. Constant	3.6365	3.6365	3.6365	3.6365
9. Formula raw score (add 6, 7, 8)	4.4553	5.5	5.5	4.5

Average raw score of 4 samples 5.0

Average corrected grade level 11-12

Analyzed by Paul E. Black **Date 12/11/75**

Thomas George **Date 12/11/75**

John Guesman **Date 12/11/75**

APPENDIX R-3

Directed Reading Activity

SUBJECT: Frish's Big Boy Menu
PURPOSE: To Teach The Student The Words Necessary To Order From This Menu

I. READINESS

A. Motivation

1. Have a discussion about going to restaurant. Encourage each student to talk about his experiences; where he went to eat; what he ate, or what he would like to order.

2. Dramatic play: Pretend to go out to eat. Teacher, the waitress, gives each student a copy of Frish's menu. The students should be encouraged to name the pictures and talk about what their favorite food is. Then each points to food or ways that he would like to order; waitress writes it down and reads each order back afterwards. This drama may or may not be carried out with play dishes etc., depending on the maturity of the students.

3. This scene may be repeated often, letting different students be the waitress or waiter.

B. Introducing Words

Before long someone is going to want something that isn't pictured, this is a good time to bring out the other items available that are printed on the menu. To know what food can be ordered, they must learn to read them. In this unit of work only the sandwich, beverage and dessert lists will be used. Each should be studied separately and as a unit. To introduce all three at the same time would be overwhelming for the students. The beverage list is the easiest and should be introduced first. The following activities may be used for all three lists.

1. Read the list of food for the learner . . .point out words that are already familiar to them such as boy, hot, orange, milk, etc.

2. Write list on large poster board (use orange for desserts, green for sandwiches as they appear on the menu--this is only used as the beginning to orientate them to their positions on the menu . . .later all charts should be done on one color). Have the students find pictures of all the foods in magazines and paste them next to the proper word. In printing use all black letters as it is done on menu.

3. Use charts for "ordering drama" . . .student finds picture of what he wants then finds the word on the menu.

4. Any other activities to provide more types of exposure to the words -- the list is limited only by one's imagination.

II. GUIDE TO SILENT READING

A. The child decides before hand what he wants to order . . .then points it out on the menu--without the aid of any chart.

B. Ask how much a certain item costs, then the student must find the item in order to answer the question.

III. RELATED EXPERIENCES

A. Take several trips to the Big Boy (budget permitting) to practice skills and to provide further motivation.
B. Look at Menus from other restaurants . . .find familiar words, and learn new ones.
C. Draw pictures of (1) experience at Big Boy (2) Favorite foods.
D. Make a food notebook or let the students design a menu with all their favorite foods.
E. Study a unit on money in relation to ordering in a restaurant.
F. Study unit on table manners.
G. Learn the proper way to set a table.
H. Study a unit on nutrition.
I. Study unit on buying foods in store.

IV. Make a set of flash cars for each student to be used in unlimited ways such as:

A. Arrange in order that they appear on menu. (Not to be a memory lesson--should use chart or menu.) Periodically, the order to the words should be changed so the students don't memorize the order rather than learn the words.
B. Match the cards to words on the chart in "ordering drama".
C. Dictate words and have the student find card, will need help.
D. He dictates word, teacher flashes cards.
E. Flash card, he will say word with help.

V. Work Sheets-Matching Words

Variation: Prepare order pads with each food printed on them. Use in dramatic play, student points to what he wants, waitress circles this on her pad.

VI. FOR THE BEVERAGE LIST SERVE DIFFERENT DRINKS AT LUNCH TIME. POINT OUT THE WORDS ON THE CONTAINERS . . .HAVE THE STUDENTS THEN FIND THEM ON THE MENU AND CHART. THIS COULD ALSO BE DONE FOR OTHER FOODS IF THE BUDGET PERMITS.

VII. TAKE A TRIP TO THE STORE TO FIND AS MANY WORDS ON THE LIST AS POSSIBLE.

VII. LOOK IN NEWSPAPERS AND MAGAZINES TO FIND FOOD WORDS.

IX. HAVE LEARNER BRING IN LABELS AND EMPTY CONTAINERS WITH FOOD WORDS ON THEM.

X. PRINT WORDS

A. in clay
B. in fingerpaint
C. on blackboard (very large)
D on paper.

XII. TYPE WORDS ON TYPEWRITER *ESPECIALLY GOOD FOR STUDENTS WHO HAVE POOR FINGER CO-ORDINATION AND PERCEPTUAL PROBLEMS, CANNOT PRINT WELL.

XIII. USE WORDS ON "NEWS" CHARTS.

Billy had Milk
We like COCA-COLA
Carol drank all her Milk.

Appendix R-4

Survival Learning Materials

H105.102
REV. 5-72

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF HEALTH
VITAL STATISTICS

APPLICATION FOR A CERTIFIED COPY OF A BIRTH OR DEATH RECORD

This is a receipt for the total amount we received from you. Except for any refund we have made – this amount may be credited to any future application IF you return this form when you re-apply.

INDICATE NUMBER OF COPIES IN APPROPRIATE BLOCK ☐ BIRTH ☐ DEATH ☐ WALLET SIZE BIRTH CARD

NAME OF SUBJECT (FIRST, MIDDLE, LAST)

DATE OF BIRTH OR DEATH (MONTH, DAY, YEAR)

PLACE OF BIRTH OR DEATH (CITY, BOROUGH OR TOWNSHIP) (COUNTY)

FATHER'S NAME (FIRST, MIDDLE, LAST)

MOTHER'S MAIDEN NAME (FIRST, MIDDLE, LAST)

PURPOSE DESIRED

SIGNATURE OF APPLICANT

ADDRESS OF APPLICANT

OFFICE USE ONLY

FILE NUMBER

INDEXED BY

SEARCHED BY

CERTIFIED NUMBER

REFUND CHECK NUMBER

AMOUNT

INSTRUCTIONS ON REVERSE SIDE FOR VETERAN'S FREE COPIES

88 81

BIRTH CERTIFICATE

Questions: Application for a Certified Copy of a Birth or Death Record

Set 1. What is the fee for each certified copy of a birth or death record?
2. To whom should the check or money order be made payable?
3. Is a wallet card acceptable for a passport?
4. Who should fill out the back of this form?
5. Where should the form be sent upon completion?

Set 2. 1. What is a veteran?
2. How many copies can be obtained with this application?

Set 3. 1. What are some reasons why you may need a certified copy of a birth or death record?
2. Where would you go to get an application like this one?
3. What would happen if you fill this form out incorrectly?

ANSWERS

Set 1. 1. $2.00
2. Vital Statistics
3. No
4. A veteran
5. Department of Health
Division of Vital Statistics
P. O. Box 11
Harrisburg, Pennsylvania 17120

Set 2. 1. A person who has served in the armed forces
2. As many as you want

Set 3. 1. Social Security
Marriage
Insurance Policies
Passports
Driver's License
2. Court House
Notary Public
Magistrate
3. They would send it back and you would not receive your copies of a birth or death certificate.

THE PRESCRIPTION SHOP

Tel. [illegible]

No. 3546070 Dr. Dawson

83

Take one tablet three times
a day until all tablets are
taken.

Ornade Spansules

John Livingston

PRESCRIPTIONS

QUESTIONS

Set 1
1. When should you take the medicine?
2. How many tablets should you take a day?
3. What is the name of the pharmacy?

Set 2
1. What does the number in the upper left corner mean?
2. If you feel better, should you stop taking the medicine?

Set 3
1. Is the medicine refillable?
2. How would you have the medicine refilled?

ANSWERS

Set 1
1. Three times a day
2. Three
3. The Prescription Shop

Set 2
1. The number of your prescription
2. No

Set 3
1. Call the druggist
2. Take the empty container to the druggist

DISTRIBUTED BY RED & WHITE INTERNATIONAL
A DIVISION OF FEDERATED FOODS, INC.
DES PLAINES, ILL. 60018

BROCCOLI SPEARS

BROCCOLI SPEARS

TO COOK: Place solidly-frozen BROCCOLI SPEARS in saucepan with 1 cup boiling water to which 1 teaspoon salt has been added. Bring to second boil, separating stalks gently to hasten thawing. Cover pan tightly and reduce heat. Cook over low heat 6 to 8 minutes or until thickest stalks are tender. Lift carefully from pan to serving dish. Avoid overcooking.

85 28

QUESTIONS ON READING AND UNDERSTANDING FOOD LABEL

QUESTIONS

SET I. 1. Should this vegetable thaw before cooking?
2. How long should this vegetable be cooked?
3. What type of heat should be used?

SET II. 1. Could this vegetable be cooked longer than 8 minutes?
2. What utensils are needed to cook this vegetable?

SET III. 1. How would you know when this vegetable is cooked?
2. Why is it important to read all directions before starting to cook frozen foods?

ANSWERS

SET I. 1. No—"Place SOLIDLY-FROZEN spears in saucepan"
2. From 6 to 8 minutes
3. "Cook over LOW heat"

SET II. 1. Yes—"or until thickest stalks are tender"
2. Saucepan with lid 1 cup
1 teaspoon fork (to test softness)

SET III. 1. The fork-test, to determine softness.
2. Yes, it is important to read all directions first, as failure to do so can result in error and ruin the food.

Caution—If relief does not occur within 3 days, discontinue use and consult physician. This preparation may cause drowsiness. Do not drive or operate machinery while taking this medication.

Warning—Keep this and all drugs out of the reach of children. In case of accidental overdosage, seek professional assistance or contact a Poison Control Center immediately. Do not administer to children under 2 years of age unless directed by physician. Persistent cough may indicate the presence of a serious condition. Persons with a high fever or persistent cough should not use this preparation unless directed by a physician.

Individuals with epilepsy, glaucoma, smokers cough, or chronic lung disease, such as emphysema or asthma, should use Benylin Cough Syrup only with their physician's approval.

PARKE-DAVIS

Benylin
Cough Syrup

A pleasant-tasting cough syrup for temporary relief of coughs as may occur in colds.

Each teaspoonful (5 ml) contains: Benadryl® (diphenhydramine hydrochloride) 12.5 mg; Alcohol 5%; Chloroform, not more than 0.4%.

4 FL OZ

Dosage for the Temporary Relief of Cough: Adults—Two teaspoonfuls every [illegible] hours as needed for cough. Children (6 to [illegible] years)—One to two teaspoonfuls every four to six hours. Children (2 to 6 years)—One-half to one teaspoonful every four to six hours.

Do not exceed the recommended dosage.

Keep bottle tightly closed.

Exp. May 1978
Lot SE472
Stock 22 1195 35

Parke, Davis & Co.
Detroit, Mi 48232 USA

87
94

COUGH SYRUP

Questions on Reading Drug Labels (Benylin)

Set 1. 1. How much of a dosage should an adult take every 4 hours?
2. If your cough does not stop in three days, what should you do?
3. What should you do in case of an accidental overdose?
4. What does each teaspoon of Benylin contain?
5. Where can you write for more information about Benylin Cough Syrup?

Set 2. 1. If you are suffering from black lung, should you be using this drug?
2. If you broke out in a rash from this medication, what should you do?

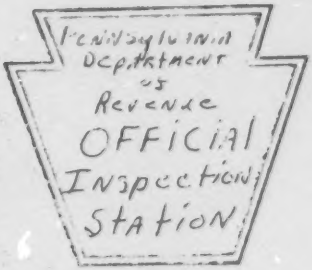
Set 3. 1. Why should people who have epilepsy, glaucoma, smokers cough, or chronic lung disease, such as emphysema or asthma consult their physician before taking this medication?
2. Why should the bottle be kept tightly closed?
3. Why is the expiration date put on this label?

Answers:

Set 1. 1. Two teaspoons
2. Consult your doctor
3. Call professional assistance or contact a poison control agency immediately.
4. 12.5 mg Benadryl
5% alcohol
.4% chloroform
5. Parke, Davis and Company
Detroit, Michigan 48232

Set 2. 1. No.
2. Stop taking the medication

Set 3. 1. The drug may be harmful to them.
2. Alcohol and chloroform evaporate and the drug could lose its effect.
3. It can lose its potency by this date.



Official State Inspection

The State inspection program affords further protection to you and the public. It insures that the Pennsylvania vehicles on the highways are in safe operating condition.

All vehicles will be inspected semi-annually during their assigned cycle.

The last digit of the serial number will be used to determine into which inspection cycle a vehicle will be placed.

CYCLE 1 — Feb. Mar. April.

CYCLE 2 — May. Jun. Jul.

CYCLE 3 — Aug. Sept. Oct.

CYCLE 4 — Nov. Dec. Jan.

Odd last digit numbers are assigned to cycles 1 & 3.

Even last digit numbers are assigned to cycles 2 & 4.

When you have been out of the state for 30 consecutive days or more, extending beyond the expiration of an inspection period, you have 48 hours in which to have your vehicle inspected upon re-entering the State.

New Residents—If you become a resident of Pennsylvania and obtain a Pennsylvania license plate, be sure to have your car inspected before attaching the plate.

Questions on the Pa. State Inspection program

Set I. 1. What does the State Inspection program afford you and the public?
2. During a period of one year, how often must a vehicle be inspected?
3. What determines the inspection cycle in which a vehicle is placed?
4. What is a digit?

Set II. 1. If you have a car bearing serial number DL49-G48-4459, is the last digit **even** or **Odd?**
2. To what two inspection cycles would the above mentioned vehicle belong?
3. What months are included in Cycle I?
4. If a person becomes a resident of Pennsylvania, and obtains a Pennsylvania license plate, when should he have his car inspected?

Set III. 1. Do you agree with states adopting state inspections? Why, or why not?
2. How would a person know which service stations or garages are permitted to inspect vehicles?

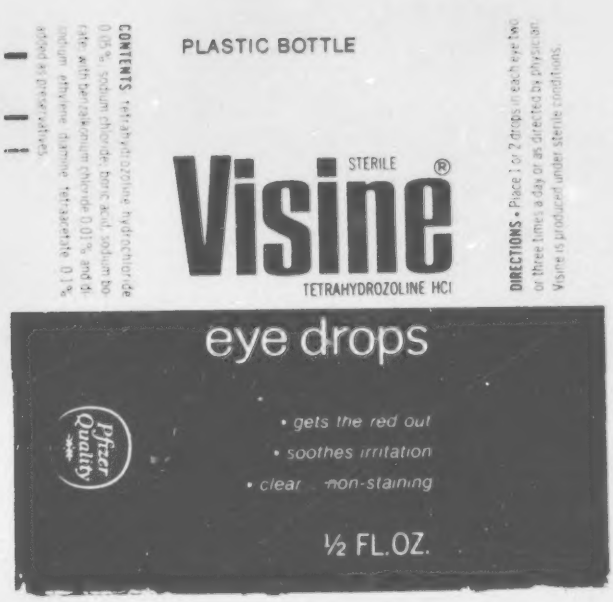
ANSWERS

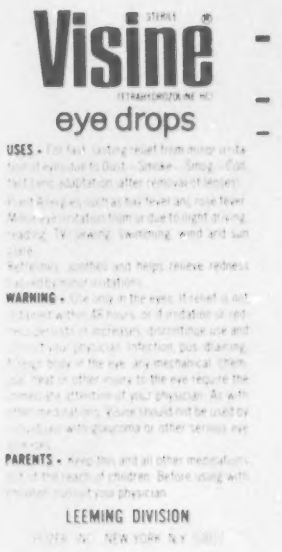
Set I. 1. Affords further protection in insuring that Pennsylvania vehicles on the highways are in safe operating condition.
2. The last digit of the serial number.
3. A number.

Set II. 1. Odd.
2. Cycles 1 and 3.
3. Feb. Mar. Apr.
4. Before attaching the license plate.

Set III. 1. Discuss with teacher.
2. By the sign on the building showing that that place of business is an "Official Inspection Station."

PLASTIC BOTTLE


CONTENTS • tetrahydrozoline hydrochloride 0.05%, sodium borate, boric acid, sodium borate with benzalkonium chloride 0.01% and disodium edetate 0.1% added as preservatives.
STERILE
Visine®
TETRAHYDROZOLINE HCl
DIRECTIONS • Place 1 or 2 drops in each eye two or three times a day or as directed by physician. Visine is produced under sterile conditions.
eye drops
Pfizer Quality
• gets the red out
• soothes irritation
• clear non-staining
½ FL.OZ.



MEDICATIONS

Questions on Reading Labels (eye drops)

Set I. 1. What are some of the eye irritations the use of Visine will relieve?
2. How many drops do you put in the eye at one time?
3. How many times a day should the drops be put in the eye?

Set II. 1. What is the maximum time length you should have relief from the eye irritation?
2. How many days are in 48 hours?
3. If relief is not obtained during this time period what should you do?
4. What kind of eye irritations may require immediate attention of your doctor?
5. What kinds of individuals should not use this product?

Set III. 1. Before using any type of medication, what is the first thing you should do?
2. Why is it important to read directions, uses, and warnings printed on labels?
3. Why is it important to keep this product and all other types of medication out of the reach of small children?

ANSWERS

Set I. 1. Irritation to the eye due to dust, smoke, smog, night driving, reading, TV, sewing, swimming, wind, and sun glare.
2. One or two drops in each eye.
3. Two or three times a day or as directed by a doctor.

Set II. 1. 48 hours.
2. 2 days.
3. Discontinue use and consult physician.
4. Infections, pus, draining, foreign body in the eye, mechanical, chemical, hegt, or other injury to the eye.
5. Persons with glaucoma or other serious eye diseases.

Set III. 1. Read all directions and instructions for using carefully.
2. Mis-use or over-use of product may cause serious or permanent damage to the eye.
3. Small children cannot read and understand uses of medication and may cause themselves serious injuries by mis-using certain types of medication. (Discuss further with teacher.)

PART I. REGISTRATION

INFORMATION REQUESTED BELOW CAN BE OBTAINED FROM YOUR REGISTRATION CARD

NAME _____

PRINT NAME EXACTLY AS IT APPEARS ON REGISTRATION CARD

OLD ADDRESS		NEW ADDRESS	
Street and Number		Street and Number	
Post Office		Post Office	
State	Zip Code	State	Zip Code

LICENSE NUMBER	YEAR OF ISSUE	MAKE OF CAR	MANUFACTURER'S NUMBER	CERTIFICATE OF TITLE NUMBER
	19			
	19			
	19			

MAIL BOX

Questions on Notification of Change of Address (Operators and Registration Card)

Set 1. 1. What information is needed about your old and new address to change the address on your operator's card?
2. Where can you find the information needed to fill out the form to change the address on your registration card?

Set 2. 1. What is meant by the term "old address"?
2. What is meant by the term "new address"?

Set 3. 1. What would happen if you didn't put your signature on the form?
2. Why should you use ink to sign your name?
3. Why are you supposed to print the information on the form exactly as it appears on your operators card?
4. Why do you think the Commonwealth of Pennsylvania has both change of address for operators and registration card together on this form?

ANSWERS

Answers for Notification of Change of Address (Operators and Registration Card)

Set 1. 1. Street and number
Post Office (City)
County
State
Zip Code
2. On your registration card

Set 2. 1. The address where the person used to live.
2. The address where the person is now living.

Set 3. 1. The form would be sent back to you to sign.
2. So it can not be erased and changed.
3. The form can be processed more easily.
4. See the teacher to discuss the answer to this question.

Duncan Hines

DOUBLE-FUDGE BROWNIE MIX

Makes 36 Small or 16 Large Brownies

FOR CHEWY FUDGE BROWNIES*

Preheat Oven to 350°. Grease an 8" x 8" or 9" x 9" pan.

Mix Empty mix and CHOCOLATE FLAVOR PACKET into small (1 quart) bowl. Add 1/4 cup water and 1 egg. Add 1/2 cup chopped nuts or chocolate chips if desired. Mix by hand about 50 strokes. Spread batter in greased pan.

Bake At 350° for 30-35 minutes for 8" x 8" pan or for 25-30 minutes for 9" x 9" pan.

IMPORTANT—To insure proper doneness preheat oven to 350° and follow recommended baking times. Normal methods for judging brownie doneness are not reliable. Cool and serve.

Success Tips Do not use electric mixer—do not overbake—for neater squares cool several hours before cutting.

FOR CAKE-LIKE BROWNIES

Follow directions for Chewy Fudge Brownies, except use 2 tablespoons water and 2 eggs.

BAKING INSTRUCTIONS

Questions on Reading Baking Instructions (Brownies)

Set 1. 1. At what temperature are the brownies to be baked?
2. How much water is to be used for chewy fudge brownies?
3. How many eggs are to be used for cake like brownies?
4. Are the brownies supposed to be mixed by hand or with an electric mixer?

Set 2. 1. What utensils are needed to make the brownies?
2. What are the normal methods for judging doneness?

Set 3. 1. Why should you preheat your oven before baking the brownies?
2. What should happen if you overbake the brownies?
3. How many packages of brownie mix would be needed to make 4 dozen brownies?

Answers for Reading Baking Instructions (Brownies)

Set 1. 1. 350 degrees
2. ¼ cup of water
3. 2 eggs
4. By hand

Set 2. 1. 8"x8" or 9"x9" pan
Small (1 quart) bowl
¼ cup-measuring cup
½ cup-measuring cup
Mixing spoon
Tablespoon
2. Stick a toothpick into the center of a cake and pull it out. If the toothpick is clean, the cake is done.
Touch the top of the cake lightly with your fingertips. If it springs back, it is done.

Set 3. 1. If you don't preheat the oven, the brownies will not be done in 30 minutes because the oven will not be hot enough.
2. The brownies will be dry or burned.
3. 3 packages.

END